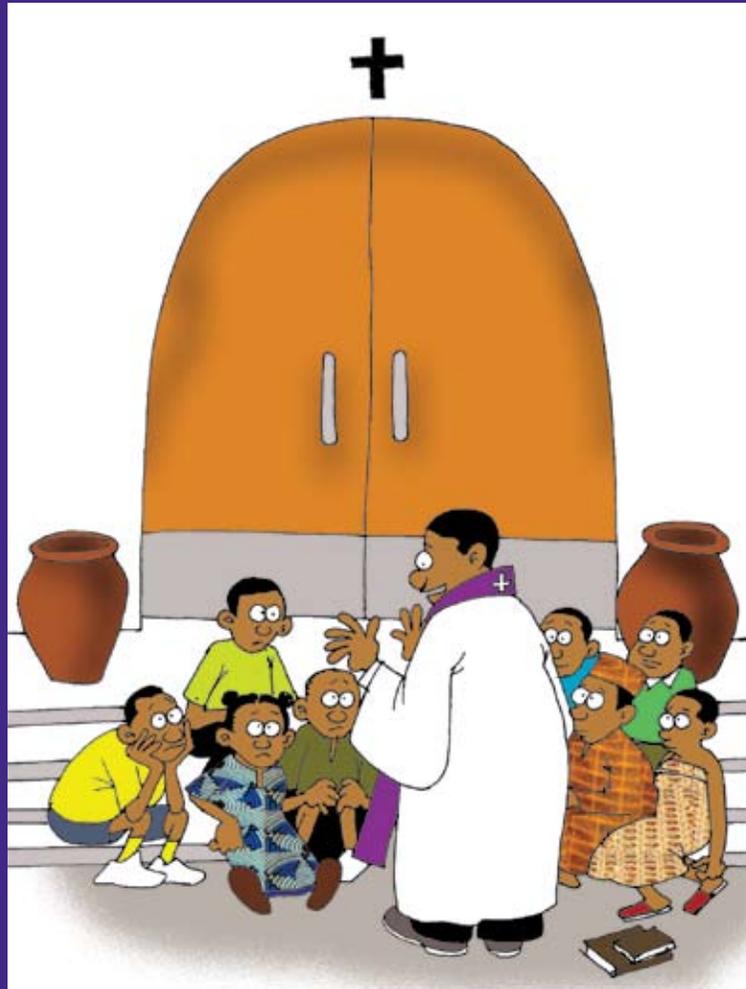


# Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS



from a Christian Perspective

In July 2011, FHI became FHI 360.



FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research and technology – creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 60 countries, all 50 U.S. states and all U.S. territories.

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Family Life Education:  
Teaching Youth about  
Reproductive Health and HIV/AIDS  
from a Christian Perspective

Family Health International



*Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* was developed by Family Health International (FHI)/YouthNet. Similar manuals for adults from a Christian and Muslim perspective are also available.

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## Acknowledgments

Family Health International (FHI)/YouthNet is committed to the ideal that young people have a right to access reproductive health and HIV/AIDS information and services, which leads to greater understanding of their own bodies and sexuality. FHI/YouthNet is currently working around the world to improve the reproductive health and HIV prevention behaviors of youth ages 10 to 24.

The manual aims to empower youth to avoid the consequences of unplanned pregnancy, sexually transmitted infections, and HIV/AIDS. Specifically, this curriculum is designed to assist Christian faith-based institutions in preparing young people to gain the knowledge, attitudes, and skills they need to understand their reproductive health and make healthy and responsible sexual decisions.

While the manual reflects and builds on the work of other youth curricula, FHI/YouthNet is particularly indebted to the work of several faith-based institutions in Namibia who provided the inspiration for the creation of this tool to support young people in the Christian community: Change of Life Style (COLS) Project, the Evangelical Lutheran Church in Namibia (ELCIN), and the German Evangelical Lutheran Church (GELC). They graciously allowed us to draw on the two curricula that they have developed over the past three years, with support from FHI/YouthNet and the U.S. Agency for International Development (USAID)/Namibia. In 2004 and 2005, field-testing of various sections of this manual took place in Namibia as part of activities with COLS, ELCIN, and GELC. FHI/YouthNet greatly appreciates the many adult facilitators and young people in the Oshana, Khomas, and Erongo regions of Namibia who participated in the field-testing.

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## Introduction

### Why a Faith-based Curriculum for Youth?

The church has long been a safe environment that organizes and sponsors activities for young people. Christian institutions are places where moral values are formed and strengthened, self-esteem is cultivated, and life's lessons are taught using the Bible.

In the public health field, research has found that a connection to religion is a protective factor for youth in terms of healthy behaviors in the future. Youth often go to church and expect direction and leadership from adults. Yet, many Christian communities lack training curricula or other resources to guide and teach youth about reproductive health and HIV/AIDS.

To address the needs of faith-based organizations to reach youth with effective reproductive health and HIV/AIDS training materials, FHI/YouthNet has produced *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective*. This manual has two purposes: 1) to educate youth about reproductive health and HIV/AIDS issues; and 2) to provide adult facilitators with an evidence-based training resource that helps them to communicate more effectively with youth about these issues, within the context of shared faith.

The manual is intended to encourage open discussion about sexuality, reproductive health, and HIV/AIDS within a faith-based environment. It provides a forum for youth to clarify Christian values about reproductive health and HIV/AIDS prevention, care, and treatment, while providing accurate technical information on these topics. It is not designed to promote religion.

Because discussing sexuality with young people is taboo in many communities, including faith communities, the manual includes many Bible passages as a way to frame discussions in language that is comfortable to Christians. The Bible passages are optional and may help youth and adult facilitators reflect on challenging issues. They are not put forward as evidence of a particular point of view or public health information. Bible passages have different meanings to different readers and should be used as one method of reflecting on the material presented in this curriculum.

The manual is intended for use by any church or organization wanting to build the knowledge, attitudes, and skills of young people related to reproductive health and HIV/AIDS. Appropriate participants for the training program are youth ages 10 to 16. Potential adult facilitators include pastors, priests, deacons, nuns, religious teachers, youth leaders, choir leaders, and parents.

#### Source for Bible Passages

All Bible passages used in this manual are from the *New International Version Bible*, completed in 1978 and revised in 1984. This translation was completed by more than 100 scholars working from the best available Hebrew, Aramaic, and Greek texts. It is widely accepted for its clarity and ease of reading.

Christian-based organizations are encouraged to sponsor the use of this manual as a way to help meet the needs of young people in their communities. Implementation of this curriculum has the potential to help youth maintain or positively change their reproductive health and HIV prevention behaviors, seek more services, develop positive attitudes, and improve self-esteem. The manual may also help to stimulate dialogue in the communities in which it is used.

## Structure of the Manual

The manual contains 12 sessions. Each session is devoted to a particular topic:

- Session 1. Getting Started*
- Session 2. Who Am I?*
- Session 3. What Are My Values?*
- Session 4. Building Healthy Relationships*
- Session 5. My Changing Body*
- Session 6. Sex and Sexuality*
- Session 7. Communicating and Making Decisions*
- Session 8. Saying No to Sex*
- Session 9. Pregnancy Prevention*
- Session 10. Sexually Transmitted Infections and HIV/AIDS*
- Session 11. Defending Myself from Danger*
- Session 12. Bringing It All Together*

Each session contains:

- **Purpose of the Session** — Brief explanation of the overall goal of the session.
- **Session Time** — Schedule to guide the length of the session. Depending on the number of participants and other factors, the time needed for each activity could vary. Most sessions should take between two to four hours to complete. It is important to work at the pace of the participants.
- **Objectives** — Specific skills and abilities the participants will gain from the session.
- **Materials** — Items that need to be gathered before the session.
- **Before You Begin** — Directions for what to do before starting the session.
- **Steps** — Separate activities that comprise the session and should be followed in order. Instructions are provided for each step. The number of steps for each session varies. However, every session includes a “Welcome and Reflection,” “Take-Home Messages” (points to review with the participants at the end of the session), and “Closing.”
- **Notes** — Special notes for the facilitator on how to present certain steps.

**Note:** The sessions vary in length. Be aware of this fact as you plan the amount of time for each meeting — some sessions may need to be divided into two parts.

## Preparing for the Sessions

Depending on the time available, the best way for the manual to be taught is over a series of weeks. Ideally, participants will meet once or twice per week over the course of two to four months. Each session should be followed in consecutive order, but the amount of time between each session can vary based on program needs.

Some of the material discussed in this manual is sensitive, and participants will likely want privacy. Where you choose to hold the sessions is critical. If possible, select a quiet, safe place where the participants will not be viewed, overheard, or interrupted by outsiders. Use a room that:

- Holds 20 to 30 participants
- Has chairs for each participant and tables or desks on which to write
- Has space for participants to move around
- Has walls on which to post flip chart paper
- Has a stand or place on which to write or post flip charts

Try to ensure that the sessions are held at a location convenient to participants' homes. We strongly encourage providing snacks and drinks to motivate the participants and keep their energy levels high.

Before each session, prepare the specific materials, flip charts, and photocopies listed at the beginning of each session.

As you prepare to implement the curriculum, remember that the material was developed for a global audience. It is intended to be adapted as needed and as appropriate to the local environment, cultural context, and specific needs of youth. You may also choose to translate some parts into a local language.

## Facilitation Tips and Techniques

Talking with young people about the process of growing up takes courage. In many societies, people are taught not to discuss subjects such as sex, sexuality, and reproductive health. But, not talking about them can lead to more myths and misinformation. To make this program a success, you need to overcome any fears or discomforts you may have about discussing sex, sexuality, the human body, reproductive health, and HIV/AIDS. Doing so will contribute toward creating an atmosphere of openness and trust for participants. Much of the manual consists of involving participants in the following kinds of activities: brainstorming, large-group discussions, role-plays, small-group exercises, stories, and games. Before beginning to work with this manual, you should prepare yourself. Below are some recommendations to help you successfully implement this course:

- **Identify and understand the beliefs and values of youth participants and yourself.** Do you remember how it felt to be a young person? Do you remember what it was like to learn about sex and sexuality? Think about what participants must be feeling as they grow up. Pay attention

to your own beliefs and values. Doing so will make you a much more effective facilitator.

- **Create a nonjudgmental environment where participants' values are respected.** Accept all participants' comments and questions. Let them know that their concerns and opinions are valid and worthwhile.
- **Be enthusiastic.** Help young people develop positive and healthy attitudes about sex, sexuality, the human body, reproductive health, and HIV/AIDS by setting the tone of the learning experience. Maintain a positive approach to the normal process of growing up. No matter how objective adults are trying to be, youth notice negative feelings and attitudes. How something is presented is often more powerful than what is said.
- **Always be prepared.** Before each session, read all the session steps and content. This will help you to prepare for any questions about a particular topic. Do not be afraid to say that you do not know something, and offer to find out.
- **Help to make participants feel comfortable.** Avoid causing anyone potential embarrassment. Do not make participants answer a question that they feel uncomfortable answering. Ask the participants to share their own experiences, examples, and testimonies as much as possible. Check with participants throughout the sessions to ensure understanding.
- **Be flexible in your facilitation.** Keep to the schedule but adjust as needed. Be willing to incorporate unplanned but highly valuable discussions, which may require that other activities are shortened.
- **Provide opportunities for participants to ask questions anonymously.** For some participants, this is the easiest way to express their concerns. One way to do this is to give participants time to write down questions and deposit them in a "Question Box." Then answer the questions later for the entire group.
- **Identify resource persons.** If you are not comfortable facilitating a particular topic, or feel you do not have adequate information, invite a guest speaker to the session. Examples include a doctor, nurse, HIV-positive person, recovering drug or alcohol addict, or pastor from your church.

### **Boys and Girls: Together or Separate?**

All of the sessions are designed to maximize the participation of boys and girls together. However, some of the topics in this manual can be difficult to discuss, such as *Session 5. My Changing Body*. Separating boys and girls for such sessions may enable them to feel more comfortable talking about their specific questions and concerns. After reading this manual, you might believe that boys and girls should be separated in some or all of the other sessions. In many cultures, girls and boys, and men and women, traditionally do not talk about sexuality and reproductive health issues with each other. In such settings, both boy and girls will likely be embarrassed to speak or participate in the activities together. Therefore, you may decide to conduct the sessions with girls and boys separately.

Promoting participation should be your first priority. Whether this means separating boys and girls for the whole or part of the manual is your decision and should be based on the culture and society in which you are leading this program.

### **Keeping the Community Informed**

Keeping parents, community members, and other stakeholders informed about the program from start to finish is essential. Describing how the program began and what the goals of the program are will help them to better understand what is taught and what messages young people are receiving. It is critical that adults and youth in the community also understand that providing young people with age-appropriate, factual information within the context of their faith and values will help to build healthier relationships and stronger families in the future.

### **Referring Participants for Further Help**

Boys and girls often have questions or concerns that they might not want to share during the sessions. There are many people who can act as counselors or advisors to youth: health providers, teachers, religious leaders, community leaders, school principals, and relatives. Throughout the course, it is important to stress that participants should contact you or other adults whom they trust to discuss any of the information presented in the manual. You should also mention existing local referral systems that address issues or concerns that participants raise.







# Session 1. Getting Started



2 hours  
10 mins.

## Purpose of the Session

The purpose of this session is to help the participants feel comfortable with each other and begin to form a group identity for the youth program that is based on the curriculum, *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective*, also called the CFLE-Y program.

### Objectives

By the end of the session, participants will be able to:

- Identify the names of fellow participants
- Briefly describe the CFLE-Y program
- Name at least three ground rules
- List their expectations for the CFLE-Y program

## Materials

- Flip chart stand and paper
- Markers
- Tape
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip chart for Step 7 (page 17)
- Bible (for reference)

## Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy that they have come to the session.



2 Tell the participants that you will begin with a passage from the Bible:

*As the Father has loved me, so have I loved you. Now remain in my love. If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love. I have told you this so that my joy may be in you and that your joy may be complete. My command is this: Love each other as I have loved you. John 15:9–12*

3 Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us that we should accept and love each other just as God loves and accepts us. To do this, we need to get to know each other and begin trusting each other. This will be the focus of Session 1.

**Note:** Remember, this is your first contact with the youth, so you will want to make the best impression possible. Be enthusiastic about the program. If you are passionate and excited, the participants will be eager to learn and return for the following sessions. Positive energy is key!

4 Open the session with a short song or reflection.

## Step 2. Introduction to the CFLE-Y Program (5 minutes)

1 Explain to the participants that the CFLE-Y program is a Christian life skills program for young people between ages 8 to 16 years.

2 Explain that each session has specific take-home messages for the participants. Let them know that during the next several sessions, they will go through the entire CFLE-Y program, and after they have completed all of the sessions, they will have the knowledge and skills needed to become responsible young people. Emphasize to the participants that it is important that they not miss any session, if possible. Encourage the participants to come to every session, and, assure them that if they do, they will learn a lot and have fun.

Describe to the participants how the CFLE-Y program will teach them important skills for taking good care of themselves. It will also help them to become confident in talking to other people (such as friends, family, teachers, and schoolmates) about their thoughts, opinions, values, and feelings. It will teach them about important topics, such as relationships, puberty, sexuality, communication, decision-making, pregnancy prevention, HIV/AIDS, and abstinence. Let the participants know that during the program, they will have many opportunities to play games, sing songs, draw pictures, learn about the Bible, hear good stories, and much, much more!

### Step 3. Let's Introduce Ourselves (15 minutes)

1 Explain to the participants that they will now have an opportunity to get to know each other better. Some of the participants may have met before, while others may not. This session will help them to talk, share, laugh, and learn together in a positive, happy environment. Explain that one way to begin this process is for the participants to share names and tell the group something about themselves.

Go around the room, and ask each participant to say his or her name and something they like to do for fun. For example, a participant might say: "My name is John, and I like to spend time with my family watching television;" or "My name is Mary, and I like to study science in school." The facilitator should start this exercise.

**Note:** As participants say their names, be sure to write them down in your attendance record. Also, some young people may be too shy to speak up now or to speak at all. Do not force them to talk, as they may need additional time to get acquainted with everyone. Help them to relax by standing near them and asking them their name and what they like to do for fun. Encourage them to join the session.

2 After all participants have spoken, ask them to move around the room and shake hands with five other participants whom they have never met. Allow the group a few minutes to make contact with each other, and make sure that no one is left out.

### Step 4. Setting Ground Rules (25 minutes)

1 To make the best of the time together and to work in harmony, tell the participants that they need to set some rules for how they will interact with each other. Ask the participants to sit in a circle. Then, ask them to call out rules that they would like the group to follow. As each rule is called out, write it down on the flip chart paper. Be sure to add any important rules that the participants may not mention, but always ask the participants if it is okay for you to add a rule.

2 Below are sample ground rules that should be listed on the flip chart paper:

- Do not talk when someone else is talking.
- Be kind and friendly to each other.
- Keep anything shared here confidential; do not discuss personal information outside the group.
- Respect and support each other.
- Do not laugh at someone when they talk.
- Value all ideas and opinions equally, whether expressed by boys or girls.
- Listen to what others have to say.

**Note:** Be sure to keep a copy of the "Ground Rules" flip chart for future use. At the beginning of each session, gently remind the participants about the rules to which they have agreed in order to make each session as fun and participatory as possible.

- Accept that questions may be asked at any time and that there is no such thing as a stupid question.
- If you want to speak, raise your hand and wait to be called upon.

**3** After the rules have been written down, read them out loud so that everyone is clear about what they mean. Then, ask the participants if they agree with all of the ground rules and to show agreement by raising their hands. Tell participants that you will post these rules at each session so that everyone can remember them.

### **Step 5. Let's Get to Know Each Other More (30 minutes)**

**1** Remind the participants that today's session is about getting to know each other better. Thus, the purpose of the next game is to help the participants remember names, learn more about each other, and begin to feel as part of the group.

**2** Divide the participants into pairs. If there is an odd number of participants, the facilitator can be someone's partner. When everyone has a partner, tell the group that each person should think of a number between one and four. Then, ask each participant to introduce himself or herself to the partner and tell the number they chose.

Next, tell the participants that they have to tell their partners the same number of things about themselves as the number they chose. For example, if someone picks the number three, she or he must tell the partner three things about themselves (such as age, number of brothers or sisters, favorite place in the world, favorite food, favorite school subject, favorite sport, etc.). Provide sheets of paper and pens or pencils to the participants who wish to write answers down.

**3** After about five to 10 minutes, ask everyone to rejoin as a group. Have each participant introduce his or her partner to the group and share what was learned about that partner.

### **Step 6. What Are My Expectations? (20 minutes)**

**1** Ask the participants why they came to this session. How did they learn about it — was it through a parent, brother, sister, friend, or pastor? After taking a few responses, ask them what they thought would happen when they first entered the room? Did they have any expectations? Did they have any worries or fears? Ask the participants to share what they hope to get from the CFLE-Y program. Go around the room so that everyone has a chance to share one expectation. Be sure to stress that there are no wrong answers. Write responses on flip chart paper and be sure not to make any comments about the expectations as you hear them.

2 After everyone has had a chance to speak, go through the list with the participants and identify any expectations that will be met by the CFLE-Y program by putting a check mark next to that expectation with a marker. For those that *will not* be met, explain why not. The objectives for the whole CFLE-Y program are listed in Step 7, which will assist you with this activity.

## Step 7. What We Will Learn from the CFLE-Y Program (10 minutes)

1 Explain to the participants that they will learn many new things during the CFLE-Y program. These include the topics listed below, which should be written on flip chart paper ahead of time:

- How to talk more openly with your friends, family, teachers, pastors, school-mates, etc.
- How to accept yourself and be proud of who you are
- How to identify and discuss your personal values, family values, and religious values with others
- How to develop positive relationships
- How to find good friends and avoid people who might have a bad influence on you
- How to communicate confidently and say no to peer pressure and offers you do not want
- How your body works and how to take care of yourself
- How to avoid becoming pregnant
- What sexually transmitted infections (STIs) and HIV/AIDS are and how to avoid getting these diseases
- How to help and support people who are infected and affected by HIV/AIDS
- What alcohol and drug abuse are, their consequences, and how to avoid these dangers
- What sexual violence and abuse are and how to avoid them
- How to protect yourself and abstain from sex

2 Explain to the participants that the CFLE-Y program has 12 sessions which will cover the above topics. Tell them that every time you meet, you will do a full or half-session.

3 At the end of this activity, ask the participants if they have any questions or concerns related to the CFLE-Y program.

4 Stress to the participants that in order for them to learn about all of these topics, it is important that they attend every session.

## Step 8. Circle Sits Down (10 minutes)

1 Ask the group to stand closely in a circle. Get everyone to turn to their right so they face the back of the person in front of them. Then, ask participants to put both of their hands on the shoulders of the person in front of them. Ask everyone to count “1, 2, 3” together, followed by the word “sit.” When the word “sit” is spoken, everyone should sit down carefully on the lap of the person behind them. If the group is very coordinated, they might even be able to shuffle (walk) a little way while in this position. If necessary, the group can do the exercise two or three times.

2 After completing the activity, ask the participants what they learned from the exercise. Explain to the participants that the purpose of the exercise was to build trust among the group and help the participants feel more comfortable with each other. It also showed the importance of cooperating with one other.



## Step 9. Take-Home Messages (5 minutes)

1 Close the session by stressing the following:

- For the CFLE-Y program to succeed, participants need to get to know each other and begin to trust each other. This will help make the CFLE-Y program a success.
- It is important not to judge people. We should accept and love one another just as God loves us all.
- The CFLE-Y program will give participants the knowledge and skills needed to become responsible boys and girls.
- The CFLE-Y program is an opportunity to have fun — to play games, sing songs, draw pictures, learn about the Bible, hear good stories, and much, much more!
- It is important that participants try to attend every session, if possible.

2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## Step 10. Closing (5 minutes)

1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.

2 Remember to invite the participants to the next session and give the place and time.

3 End the session with a short song or reflection.



## Session 2. Who Am I?



3 hours  
50 mins.

### Purpose of the Session

The purpose of this session is to help the participants understand the factors that influence self-esteem and how self-esteem affects decision-making.

#### Objectives

By the end of this session, participants will be able to:

- Define self-esteem
- Describe signs and feelings of good and poor self-esteem
- Explain how self-esteem relates to behavior and decision-making
- Explain how good self-esteem helps protect one's body, mind, and spirit
- Demonstrate how to solve problems or challenges relating to self-esteem
- List three tips for improving self-esteem

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Box and mirror (place the mirror inside the box before the session starts, and have it at the front of the room for Step 1)
- Prepared flip chart for Step 3 (page 21)
- Blank sheets of writing paper
- Pens or pencils
- Copies of role-plays for Steps 5 and 6, given to four volunteers before the session in order for them to practice their parts (pages 23–25)
- Index cards (or small pieces of paper) with “Tips for Good Self-esteem” written on them (page 27)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.

- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (10 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy that they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

3 Explain to the participants that today you will be talking about something very special. But, you cannot tell them about this very special thing — it is something they must discover for themselves. Tell them that if they look inside the box at the front of the room, they will find what you are talking about.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.

Ask the participants to stand in a straight line. Then, ask each participant to come to the front, one by one, and look into the box to see the special thing you are talking about. Ask them to return to their seats and remain silent.

After everyone has returned to their seats, write on the flip chart: “YOU are somebody special.” Explain to the participants that each one of them is created in God’s image.



4 Tell the participants that you will begin with a passage from the Bible:

*Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us. If a man’s gift is prophesying, let him use it in proportion to his faith. If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully. Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves. Romans 12:4–10*

5 Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us that we are all unique individuals who have been given special gifts and talents. We are all made in the image of God, and each one of us is important to Him. It is our job to love ourselves and others. This will be the focus of Session 2.

6 Open the session with a short song or reflection.

## Step 2. My Unique Self (30 minutes)

- 1 Give participants a sheet of paper and pen or pencil and ask them to draw a picture of themselves on the paper.
- 2 After about 15 minutes, ask for a few volunteers to share and describe their drawings with the group. Pay close attention to how participants describes themselves — it is likely they will talk only about their physical characteristics. If participants do this, be sure to ask them to describe other things about themselves, such as what kind of people they are, how they treat their families, how they treat their friends, how they perform in school, etc.
- 3 Then, ask all of the participants to hold up their drawings for everyone to see. Mention that when we look at these pictures, all of them are different. The way the faces are depicted or the bodies are drawn are all distinct and special. Remind the participants that difference is good — it means we are all unique and wonderfully made. Tell the participants that because all of them are unique and special, they should do all they can to protect their bodies, minds, and spirits.
- 4 Explain to the participants that we live in a society that places great importance on how people look on the outside. This is especially true for young people who are going through puberty. But the way we look on the outside is not as important as the way we feel on the inside. How we feel about our bodies, our minds, and our spirits affects self-esteem. Understanding self-esteem is vital to forming healthy relationships with friends and family, and it is critical to making appropriate, responsible decisions. If young people do not understand how they feel about themselves, they may unconsciously look to others to boost their self-esteem. This may lead to making poor decisions.



## Step 3. Introduction to Self-esteem (30 minutes)

- 1 Tell the participants that in today's session, they will be talking about a very important concept called self-esteem.
- 2 Ask the participants to brainstorm together the definition of this term. Write the responses on a flip chart paper.
- 3 After brainstorming, provide the participants with the definition of self-esteem, which should be written on flip chart paper ahead of time.

**Self-esteem** = How you value yourself; how you feel about yourself; what you think of yourself; your opinion of yourself; relates to your perception of what others (e.g., friends, family, teachers, pastors) think or expect of you.

Explain to the participants that good self-esteem means you have a positive opinion of your own character and abilities. If you have good self-esteem, you feel good about yourself — you love and respect yourself. You believe that you are worthwhile and deserve to be loved and respected by others.

4 After ensuring that the participants understand self-esteem, divide them into two groups. Give each group a piece of blank flip chart paper. Ask one group to write down characteristics of someone with good self-esteem and the other group to write down characteristics of someone with poor self-esteem. After about 10 minutes, bring the two groups back together. Ask for a volunteer from each group to share their answers with the entire group. Be sure the following points are covered:

Characteristics of Good Self-esteem	Characteristics of Poor Self-esteem
Confident and secure ("I can" attitude)	Self-doubting, insecure, and vulnerable ("I can't, I'm ugly, I'm not smart enough")
Assertive	Passive or overly aggressive
Actively engaged, participates	Not engaged, does not participate
Positive attitude	Negative attitude
Well-formed opinions and values	Unsure of opinions and values; opinions and values based on others
Independent thinker and doer	Easily influenced by what others think and do
Able to say no to peer pressure	Gives in to peer pressure
Believes she or he will succeed	Believes she or he will fail

5 Explain to the participants that how we see ourselves often determines how we will behave. A person with good self-esteem who values himself or herself will not be easily influenced to engage in risky behaviors. Good self-esteem helps young people to make the right decisions and to say no to peer pressure. When young people have good self-esteem, it can help protect them against dangerous behaviors, such as smoking, drinking alcohol, using drugs, or having sex before marriage.



End the activity by reading the following passage from the Bible:

*The apostle Paul wrote to Timothy, "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity." 1 Timothy 4:12*

Emphasize to participants how valuable they are, how much God cherishes them, and what God expects of them.

## Step 4. Valuing Me (30 minutes)

- 1 Tell the participants you would like them to think about their own self-esteem. Ask them to write on a sheet of paper three things they like about themselves.
- 2 After about 10 minutes, ask participants to share one thing they like about themselves. Applaud after each participant speaks.
- 3 Discuss the following questions:
  - Why is it difficult to say good things about ourselves?
  - What is the difference between acknowledging our talents and boasting?
  - How can we accept our uniqueness and appreciate differences?

Explain that it is important for everyone to remember is that each person is uniquely created in God's image. Even if there are things that we do not like about ourselves, we are all still loved and accepted by God. God loves us just as we are — our good parts and our not-so-good parts. We are all special beings who are worthy of His great love. Remind the participants:

*So God created man in his own image, in the image of God he created him; male and female he created them. God saw all that he made, and it was very good. Genesis 1:27, 31*



## Step 5. Making Decisions for Myself (30 minutes)

- 1 Introduce the participants to the next activity, which is a role-play between a younger brother (12 years old) and an older sister (16 years old). Ask two *pre-selected* role-players to act out the scenario.

### Role-Play: Making My Own Decisions

Brother: Can we talk?

Sister: About what?

Brother: About school.

Sister: Why? What's going on?

Brother: Well, I'm sort of in trouble at school, and I'm worried that Mom and Dad are going to find out.

Sister: What do you mean you're in trouble? What kind of trouble?

Brother: Well, last night I was caught drinking beer behind the school. One of my teachers saw me. I think the teacher is going to talk to Mom and Dad.

(continued on next page)

(continued from previous page)

- Sister: What??? You were drinking??? Are you crazy??? You're not old enough to drink. What were you thinking? Were you by yourself?
- Brother: No, I was with two friends. Well, they're not really friends, just some older boys from school. Look, I didn't mean to do it! They begged me to try. They told me that drinking beer was cool, and it tasted good. I only had a few sips. They said no one would see us, since it was evening. Boy, was I wrong!
- Sister: This is serious. You should not be drinking. Why are you spending time with these older boys? Drinking is very dangerous. It can lead to even bigger problems like drugs, or sex, or even HIV if you are not careful.
- Brother: I know that. I promise I will never do it again. I have already decided that I am not going to hang out with those guys ever again. I even told them that.
- Sister: That's good. But, you need to talk to Mom and Dad.
- Brother: No way! They will kill me!
- Sister: Mom and Dad are going to find out anyway. I am sure the teacher will talk to them.
- Brother: Okay, you are right. I will talk to them tonight.
- Sister: That's good. But, I am worried about you. If this ever happens again, please promise me that you will say no and walk away. And if you ever need help, please come to me. I will do whatever I can to help you.
- Brother: I promise that I will say no. I have learned my lesson. I thought about it a lot, and drinking is a stupid thing. There are more important things in life than that ... like hanging out with my real friends, playing football, and going to church.

## 2 Discuss the following questions with the participants:

- Does the role-play show a common problem or concern among young people in your community?
- Does the younger brother have good or poor self-esteem? Why?
- Does the older sister have good or poor self-esteem? Why?
- Do you agree with the way the older sister handled the situation?
- Do you think the younger brother has learned a lesson?
- How would you respond if this young boy were your brother?

## Step 6. Do Looks Really Matter? (30 minutes)

- 1 Introduce the participants to the next role-play between two girlfriends (14 years old). Ask two *pre-selected* role-players to act out the scenario.

### **Role-Play: Do Looks Really Matter?**

Friend 1: I hate myself!!!

Friend 2: Why? What are you talking about?

Friend 1: I am so ugly! I have all these pimples, and look how kinky my hair is.

Friend 2: You are not ugly. Why do you say that?

Friend 1: Look at me! My face and hair are a mess. And my clothes are terrible. I am so ugly.

Friend 2: You are not. You are a very pretty girl, and you have nice hair. You are smart, too.

Friend 1: I am ugly . . . especially compared to Anna. She's beautiful, and everyone likes her.

Friend 2: What is wrong with you??? Why are you talking like this???

Friend 1: Well, it's just that Anna is so attractive, and she is the most popular girl at school. All the boys like her.

Friend 2: Yes, she is popular, but who cares? Lots of people like you. They think you are funny, intelligent, and friendly.

Friend 1: None of those things matter. If I look ugly on the outside, no one cares what is on the inside. I need a new face and some new clothes.

Friend 2: I disagree with you! What is most important is what you think and feel in your heart and how you act. People notice physical appearance, but it is not the most important thing. It does not define who you are.

Friend 1: I am not so sure . . .

Friend 2: I think you need to take a REAL look at yourself and see what a wonderful person you are, both inside and outside.

Friend 1: Well, I don't think so . . .

## **2** Discuss the following questions with the participants:

- Does the role-play show a common problem or concern among girls and young women in your community?
- Do boys and young men ever experience this kind of problem or concern?
- Does Friend 1 have good or poor self-esteem? Why?
- Does Friend 2 have good or poor self-esteem? Why?
- Do you agree with the way Friend 2 handled the situation?
- Do you think Friend 1 learned anything from Friend 2?
- How would you respond if you had a friend who suffered from poor self-esteem?

## Step 7. Consequences of Poor Self-esteem (20 minutes)

1 After completing the two role-plays, facilitate a discussion with the participants about the consequences of poor self-esteem. Ask the following questions:

- What do the two role-plays teach us about self-esteem?
- How does good self-esteem affect our thinking and behavior?
- How does poor self-esteem affect our thinking and behavior?
- Do young people ever do things to hide their poor self-esteem? If so, what kinds of things do they do?
- Are there consequences for these kinds of behaviors?
- Do young people with poor self-esteem give in easily to peer pressure?
- Do you know someone who has good self-esteem? Do you know someone who has poor self-esteem? Describe them.
- How are these two people similar or different? Do they think or act differently?
- What are some things you can do to improve your self-esteem?

## Step 8. Problem-Solving with a Partner (30 minutes)

1 Explain to the participants that everyone has problems in their lives that may affect their self-esteem. Sometimes, the best way to address these issues is to talk to another person about them and to problem-solve together. The next activity is going to be an opportunity to discuss a problem with another participant and brainstorm together how to solve the problem. Ask the participants to break into pairs. For about two to three minutes, one person should share a problem or challenge that he or she is facing with regard to self-esteem. Together, the pair should try to solve the problem or challenge. After 10 minutes, the other person should share a problem or challenge that he or she is facing with regard to self-esteem. Together, the pair should try to come up with solutions for that person.

Examples of problems or challenges the participants may be facing include:

- Dissatisfaction or embarrassment with physical appearance
- Problems in school
- Pressure to be more popular
- Fighting with a family member
- Loss of a friend
- Death in the family
- Pressure to smoke
- Pressure to drink or take drugs
- Pressure to have a boyfriend or girlfriend
- Pressure to have sex

2 After 20 minutes, ask for a few volunteers to share some of what they learned with the entire group. Write the problems or challenges and potential solutions on flip chart paper. Be sure to emphasize the importance of confidentiality during this activity.

## Step 9. Tips for Good Self-esteem (10 minutes)

1 Write the following tips on index cards (or small pieces of paper), one tip per card. Hand the cards to various participants. Tell the participants that you want to share with them a list of things they can think about or do to improve their self-esteem. Ask those participants who received cards to read their tips out loud.

### Tips for Good Self-esteem

- You are unique and special. Try not to compare yourself to others. Be proud of yourself and your own individual characteristics!
- Recognize your own talents and appreciate yourself for who you are. You are pleasing and perfect in the eyes of God!
- Make a list of your best qualities and read it often.
- Learn from previous mistakes and keep on living. Let your hope keep you joyful. Be patient with yourself.
- Know yourself and the qualities you could improve. Do not put yourself down. Focus on your positive characteristics!
- Be realistic with yourself. Set achievable goals and be proud of yourself when you reach one.
- Allow yourself to dream and work toward making these dreams come true. When a dream becomes real, you will be filled with joy and great satisfaction.
- Believe in yourself and your abilities. You are someone who can achieve things. You can do it!
- Look at problems as learning experiences. You can always learn something new from them and become a better person.



## Step 10. Take-Home Messages (5 minutes)

1 Close the session by stressing the following:

- Different people feel differently about themselves. How young people feel about their bodies, minds, and spirits has a dramatic impact on their self-esteem. Understanding self-esteem is vital to forming healthy relationships with friends and family, and it is critical for making good decisions.

- Good self-esteem means you have a positive opinion of your own character and abilities. If you have good self-esteem, you feel good about yourself, and you love and respect yourself. You believe that you are a worthwhile person and that you deserve to be loved and respected by others.
- How you see yourself can determine how you will behave. A person with good self-esteem who values himself or herself will not be easily influenced to engage in risky behaviors, such as smoking, drinking alcohol, using drugs, or having sex before marriage. Good self-esteem helps young people to make the right choices and to say no to peer pressure.
- Everyone likes and dislikes things about themselves. It is normal to feel this way. However, it is important to remember that we are all uniquely created in God's image. We are all special and worthy of God's great love.
- Everyone has problems in their lives that may affect self-esteem. Sometimes, the best way to address these issues is to talk to a friend or a trusted adult and problem-solve together.

2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

### **Step 11. Closing (5 minutes)**

1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.

2 Remember to invite the participants to the next session and give the place and time.

3 End the session with a short song or reflection.



## Session 3. What Are My Values?



3 hours  
45 mins.

### Purpose of the Session

The purpose of this session is to introduce the participants to different kinds of values, describe how values are shaped, and explain how values influence our decisions and behavior.

### Objectives

By the end of the session, participants will be able to:

- Define the meaning of values
- Identify the values that are important to them
- Identify the values that are important to their families
- Explain where values come from, e.g., family, religion, culture
- Express their values to others and respect the values of others
- Describe the relationship between values and behavior
- Define how to make decisions consistent with one's values

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Money (a few coins and paper notes of different values)
- Prepared flip chart for Step 3 (page 31)
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip charts for Step 4 (page 32)
- Three signs with titles: “Agree,” “Disagree,” and “Not Sure”
- Prepared flip chart for Step 6 (page 35)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with two passages from the Bible:

*But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law. Galatians 5:22–23*

*He answered: "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind," and "Love your neighbor as yourself." Luke 10:27*

4 Ask the participants what these passages are about and what they intend to teach us. After hearing a few responses, explain that the passages tell us that our attitudes and behaviors (i.e., "the fruit") should always reflect our beliefs and values and the "spirit" that is within us. The second passage teaches us that by loving the Lord and loving your neighbor as yourself, you will live with God in your heart and value the same things that God values. This will be the focus of Session 3.

5 Open the session with a short song or reflection.

## Step 2. Introduction to Values (20 minutes)

1 Introduce the participants to today's session on values by placing several coins or paper notes of different value on the table. Ask for a volunteer to come to the table and choose a coin or note. Ask the participant why or how he or she chose the money. It is likely the participant will choose the one that has the highest value.

Write the word "Value" on flip chart paper. Ask the participants to give examples of what has value. Record all of the responses. If the group only lists material things, ask for examples of things that are intangible, i.e., things that cannot be seen or touched but still hold great value. Write all of the responses on flip chart paper and be sure to include the following:

- Respect
- Talent
- Love
- Honesty
- Friendship
- Kindness
- Good health
- Generosity
- Hard work

2 Explain to the participants that in today’s session, we will talk about values, or things that have value in our society, especially those values that are intangible. Read out loud the definition of the word “values.”

3 Explain that values mean different things to different people. Values help to define who we are and determine our behavior. Give the following examples:

- Someone who values *family* loves and cares for his or her spouse, children, and home.
- Someone who values *health* eats nutritional food; exercises regularly; and avoids tobacco, alcohol, and drugs.
- Someone who values *education* studies hard and passes his or her examinations.
- Someone who values *marriage* chooses not to have sex before marriage.
- Someone who values *generosity* shares his or her wealth with other family members.
- Someone who values *kindness* reaches out to those in need in the community, such as persons living with HIV/AIDS.

**Values** = Principles that help guide us when deciding what is right or wrong; deeply held beliefs that are demonstrated through our daily actions and behaviors; qualities considered worthwhile or desirable by the person who holds them; things that we support or oppose.

Ask for two or three additional examples from the participants. Tell the group that during this session, they will begin to identify their own values and things that are important to them.

### Step 3. What Am I For and Against? (40 minutes)

1 Post the prepared flip chart paper with the following questions. Ask the participants to write answers to these questions on a sheet of paper.

#### For and Against

1. What are two things you believe in and are willing to fight for?
2. What are two things you do not believe in and are against?
3. What are two things that guide your behavior and life?

2 After about 15 minutes, ask a few volunteers to share their responses to the three questions.

3 Conclude this activity by briefly discussing the questions below:

- From where do we get our values?
- What are examples of values taught by the family?
- What are examples of values taught by our religion?
- What are examples of values taught by culture?

## Step 4. Family Values (50 minutes)

1 Remind the participants that a person's values are important and meaningful to her or him. And, though they may be at odds with your values, it is important to respect people's right to their own opinions.

Explain that often people who make decisions based on what they value will feel good about their decisions, while people who make decisions that are in conflict with their values are often unhappy and may regret it. It is important to make decisions and live life according to your personal values.

No one forces you to choose your values, but your family, friends, teachers, religious leaders, and culture can influence the values you choose. Tell the participants that the family is one of the most important and powerful sources of messages about values. Children learn and acquire many of their values from their parents and other family members.

2 Divide the participants into four groups. Assign each group one of the sets of values questions, written on flip chart paper. Ask each group to discuss their set and why different families' values might be different.

### Values Questions

1. **How does your family feel about . . . ?**
  - Drinking alcohol
  - Participating in sports in school
  - Kissing a boyfriend or girlfriend
2. **How does your family feel about . . . ?**
  - Using contraceptives (family planning)
  - Having sex before marriage
  - Going to church on Sundays
3. **How does your family feel about . . . ?**
  - Dating a much older man or woman
  - Going to university after completing secondary school
  - A boyfriend or girlfriend coming to visit you at home
4. **How does your family feel about . . . ?**
  - Having friends visit when your parents are at home
  - Going to sleep over at your friend's house
  - Wearing clothes that reveal your body in public

3 After 20 minutes, ask each small group to report to the entire group.

4 Conclude this activity by discussing the questions below:

- Are values important in your family? Why or why not?
- Are you aware of your family's values on all of these topics?
- Are there values in your family that no one speaks about openly but that are still clear anyway? If so, which ones? How did you get messages about these values?
- Do values ever change over time? If so, how?
- Do males in your family have different values than females? On which topics?

### Step 5. Vote with My Feet (40 minutes)

1 Post the three signs entitle “Agree,” “Disagree,” and “Not Sure.” Explain to the participants that when people value something, they are usually proud to tell others and are not afraid to share their beliefs.

Values clarification means sorting out one's own “real” values (intrinsic) from the values of the outside world (extrinsic). It includes separating one's personal beliefs from the beliefs of others and saying what we really mean. Too often, people say things they do not really believe because they think that is what others want to hear. This can be dangerous and lead people to make poor decisions.

2 Explain to the participants that they will now have an opportunity to express and clarify their feelings about particular values. Tell them that you will read several (six or seven) statements out loud. After you read the first statement, each participant should decide whether they agree or disagree with the statement or are unsure about it and stand under the sign on the wall that matches their position. There are no right or wrong answers in this exercise. All participants are entitled to their own values. No one should try to influence another person's position.

After you read a statement and the participants have moved, ask for a few volunteers to explain their positions. Repeat this process with five or six more value statements. Make sure you hear different points of view. Remember that declaring and expressing values is the most valuable part of this activity.

Following is a list of value statements that may be used for this exercise. Choose six or seven statements that are appropriate for your participants. You may modify this list by adding statements appropriate to your setting.

#### Value Statements

- It is okay to have a child before marriage.
- If your friends drink alcohol, it is okay for you to do it, too.
- You can earn a decent salary without finishing school.
- The boy should pay when a boy and girl go out on a date.



- Having a baby will hold a relationship together.
- Boys or men should not cry.
- It is okay for a man to have premarital sex.
- It is okay for a woman to have premarital sex.
- Having sex with an older man or woman for money is okay.
- A 15-year-old girl who wants a contraceptive should be able to get it without difficulty.
- People with HIV should not be allowed to marry.
- In a family, financial support is the father's responsibility.
- Men and women are equal.
- You should have sex only with someone you love.
- Having a job you enjoy is more important than earning a lot of money.
- Waiting to have sex until you are an adult is a good idea.
- A man who fathers a child but does not assume responsibility for the child should be punished by law.

**3** Conclude this activity by briefly discussing the questions below:

- How easy or difficult was it to decide your positions? Why?
- Did you feel peer pressure during this activity?
- Does peer pressure influence your decisions in other situations? Why or why not?
- Would your parents have similar or different positions on these values? Why or why not?
- Why do you think it is important to have values and remain faithful to them?

## Step 6. Linking Values to Behavior (60 minutes)

**1** Explain to the participants that you will now look at how values relate to behavior. Remind the group that values are things we feel strongly about, things we are either for or against. Ask the group to name people they know or famous people who have felt very strongly about something and have acted on their values. Possible ideas include:

- **Jesus Christ** — For His love and forgiveness and act of sacrifice on the cross
- **Princess Diana** — For caring about AIDS orphans
- **Mahatma Gandhi** — For valuing peace and nonviolent resistance
- **Martin Luther King, Jr.** — For his nonviolent struggle to end racial segregation in America
- **Mother Teresa** — For her care of the poor and suffering
- **Nelson Mandela** — For his struggle against apartheid and his fight to end stigma and discrimination against those living with HIV/AIDS
- **Aung San Suu Kyi** — For her defense of human rights in Burma
- **Kofi Annan** — For championing world peace, human rights, and development

Ask the participants to give other examples. Record the names of the people, their values, and their related behavior on flip chart paper.

2 Next, ask the participants to think of examples of people whose values or behaviors have influenced their own lives in some way. Tell them to turn to a partner and share their examples.

3 Explain to the participants that sometimes young people do not behave according to their values. Ask the group to reflect for a few minutes on why this happens. Then, ask a few volunteers to share their thoughts. Record the responses on flip chart paper.

4 Conclude this activity by discussing these questions, prepared on flip chart paper:

**How does it feel when you assert your values when friends disagree with your position?**

*Possible responses:* You feel strong and proud; you feel scared or embarrassed; you worry you will lose your friends.

**What happens when your behavior does not reflect your family's values?**

*Possible responses:* You argue with your parents; you sneak or lie; you remain silent to avoid making your parents angry.

**What happens when your behavior does not reflect religious or spiritual teachings?**

*Possible responses:* You feel guilty or embarrassed; you stop attending church; you avoid spiritual leaders in the community.

**What influences people to behave in ways that are *consistent* with their values?**

*Possible responses:* It feels good to follow one's values; parents and other adults reward behavior that reflects the values they teach; it feels good to be close to God.

**What influences people to behave in ways that are *inconsistent* with their values?**

*Possible responses:* The desire to experiment with or "try" someone else's values; peer pressure; the fear of losing friends; a need for personal gain; an opportunity to make someone else angry; a way to rebel or get attention.

**When should you reexamine your values and their effect on your future life?**

*Possible responses:* Every time you are being pushed into an uncomfortable situation; when you have a new or different experience; when more scientific information and knowledge becomes available.



## Step 7. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - Values are principles that guide your decisions and behaviors. Your values are what you think is right or wrong.
  - You should strive to behave according to your values at all times.
  - Values define who you are and determine your behavior.
  - No one forces you to choose your values, but family, friends, teachers, religion, and culture can influence the values you choose.
  - A person's values are important and meaningful, so they should be respected. Remember, different people have different values.
  - People who make decisions based on what they value feel good about their decisions. People who make decisions that are in conflict with their values are often unhappy and may regret it. It is important to live life according to your personal values.
  - Being able to take a stand in front of others shows that an individual is clear about his or her values.
  - Without values, you are vulnerable to making mistakes and poor decisions.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## Step 8. Closing (5 minutes)

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.



## Session 4. Building Healthy Relationships



4 hours  
20 mins.

### Purpose of the Session

The purpose of this session is to help the participants understand the qualities of healthy relationships and how to maintain these relationships.

### Objectives

By the end of the session, participants will be able to:

- Define the different kinds of relationships a person can have with others
- Describe three qualities that can help or enhance a relationship
- Describe three qualities that can hurt or destroy a relationship
- Explain five qualities of a healthy relationship
- List five kinds of behaviors or actions that strengthen a relationship
- List five important characteristics to look for in a friend

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Prepared flip chart for Step 3 (page 39)
- Index cards or half-sheets of writing paper
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip chart for Step 5 (page 42)
- Prepared flip chart for Step 6 (page 43)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with three passages from the Bible:

*A friend loves at all times, and a brother is born for adversity.* Proverbs 17:17

*Dear children, let us not love with words or tongue but with actions and in truth.* 1 John 3:18

*Do not be misled: "Bad company corrupts good character."* 1 Corinthians 15:33

4 Ask the participants what these passages are about and what they intend to teach us. After hearing a few responses, explain that the passages tell us that we must treat others with love, kindness, and truth. Our actions must speak louder than our words. The passages also tell us that we should form healthy relationships with people, not bad or corrupt ones. This will be the focus of Session 4.

5 Open the session with a short song or reflection.

## Step 2. Hands and Feet Pushover (20 minutes)

1 Divide the group into pairs. If there is an odd number of participants, a facilitator can be someone's partner. Each pair should stand facing each other with arms outstretched so that palms touch. Each person should take a turn rocking toward his or her partner (this should be done gently at first). The partner should push back gently and then rock forward. This should be repeated several times. At first, the participants might treat this exercise lightly with a lot of laughter. After a while, encourage the pairs not to talk or laugh but to concentrate on the task. The aim is to be able to rock backward and forward together in rhythm through good teamwork.

2 After finishing the exercise, ask the participants what they thought of the activity. Was it fun? Was it challenging? What did they learn? The point of the exercise is to help the participants to build a relationship with a partner and to find good rhythm and balance through teamwork.

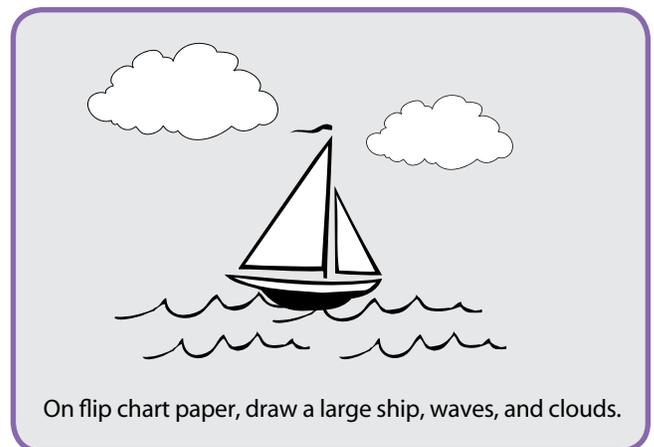
### Step 3. Introduction to RelationSHIPS (40 minutes)

1 Explain to the participants that in the last session, they learned about different types of values and how values can affect decisions and behaviors. Values can also affect relationships with other people, including family, friends, teachers, religious leaders, and others. Today's session is about building healthy relationships. Tell the participants that we all have different relationships with people at home, school, and church, and in the community.

First, ask the participants to list the different kinds of relationships that they may have with others. Then, tell them that they will be doing an exercise that will help them to better understand those relationships.

Explain that family and friends are always important to us. Friends, especially, take on greater importance during the teenage years, and they may have a big influence on our values and ideas. It is important that the participants try to build healthy relationships with everyone during this time in their lives.

2 Explain to the participants that relationships can be compared to a ship at sea. Display the flip chart with the drawing of the ship.



Explain that the ship itself represents a relationshipSHIP. Point out that just as there are certain things that keep a ship afloat and moving, such as calm seas, fuel, or a solid body, there also are things that are needed to keep a relationshipSHIP afloat and moving, such as love and trust. Write these two words in the waves below the base of the ship. Also, point out that just as there are certain things that can cause a ship to sink, such as a bad storm, wind, or no fuel, there are also things that can cause a relationshipSHIP to sink or fail, such as dishonesty or lack of support. Write these two words in the clouds above the ship.

3 Tell the participants that they will be working in small groups to draw their own kind of relationshipSHIP. Divide the participants into four groups and give each group one piece of flip chart paper and markers. Each group will work on one of the relationships listed below:

**Group 1** = Relationship with immediate family (parents, brothers, and sisters)

**Group 2** = Relationship with extended family (grandparents, aunts, uncles, and cousins)

**Group 3** = Relationship with friends of the same sex

**Group 4** = Relationship with friends of the opposite sex

Each group should draw a picture of a ship, with waves below and clouds above. The type of relationshipSHIP that has been assigned to each group

should be written inside the body of the ship. In the waves, each group should write at least five positive things that could make the relationship healthy and successful. In the clouds, they should write at least five negative things that could damage or destroy the relationship.

4 After 15 minutes, ask the groups to post their relationSHIPS on the wall. Then, give each group an opportunity to describe their poster.

5 Conclude this activity by briefly discussing the questions below:

- What did you notice about the positive things listed for the different relationships?
- What do you notice about the negative things listed for the different relationships?
- In your small groups, were the responses from males or females different? Why do you think this is so?
- Which qualities do you think are the most difficult to find in relationships?
- Was there anything that surprised you about this activity?

#### Step 4. Assessing Relationships (75 minutes)

1 Start this activity by explaining that there are several important qualities that make a relationship special and healthy. Write the following five terms on flip chart paper, leaving room for definitions: “Respect,” “Responsibility,” “Understanding,” “Hard Work,” and “Caring.” Then, ask the participants to explain the terms. Use their words to create a group definition, incorporating the information below:

**Respect** = To honor a person; to hold a person in high regard or esteem; to treat people as if they are worthy, even when they are different from you.

**Responsibility** = To be dependable; to fulfill your obligations to a person and relationship; to be able to distinguish right from wrong; to make smart choices and decisions.

**Understanding** = To be knowledgeable about another person; to know what he or she wants and needs and how he or she feels; to be able to imagine what life looks like from another person’s point of view.

**Hard work** = To put effort into a relationship so that it benefits both individuals; to devote time and energy to a person and relationship.

**Caring** = To be concerned and interested in another person’s thoughts, feelings, wants, and needs; to want what is best for a person; to love or like a person and have a desire to protect, provide for, or pay attention to them.

Point out that the best relationships result from both people contributing all of these qualities. However, many relationships are far from perfect. The healthiest ones are those that young people work to develop and nurture.

2 Now that the participants have defined the qualities of a healthy relationship, tell them you would like them to identify and discuss behaviors or actions

that show respect, responsibility, understanding, hard work, and caring for another person. Divide the participants into five groups and assign each group one of the five qualities. Each group should list five behaviors or actions for the assigned quality.

**3** After 10 minutes, ask each group to present their answers to the entire group. Examples of behaviors or actions for each quality are listed below:

**Respect** = You can show respect for parents or guardians by obeying the rules they set for you.

**Responsibility** = You can show a friend responsibility by arriving on time when you make plans to meet.

**Understanding** = You can show understanding for a cousin who is having problems at home by being a good listener and spending time together.

**Hard work** = You can show hard work when you are tolerant of another person's view, communicate honestly, and create trust in a relationship.

**Caring** = You can show caring by helping a grandparent who is sick.



**4** Ask the group to think about these five qualities and consider whether they have always shown such qualities in their own relationships. Tell the participants that you would like to them to choose one relationship in their life that is important to them. Then, give each participant a sheet of paper and a pen or pencil, and ask them to write about or draw pictures of this relationship. Specifically, ask them to describe the various things they do to make this a good relationship and the things they need to do to improve it. Behaviors from the previous exercise can be used.

After 15 minutes, ask the participants to find a partner and share lists. Encourage the participants to discuss their responses for about five minutes each.

**5** Conclude this activity by briefly discussing the questions below:

- Which of the five qualities we discussed (respect, responsibility, understanding, hard work, and caring) would you never be willing to give up? Why?
- How would you feel about a friend who did not respect you or who did not put enough hard work into the relationship? What could you do to improve the relationship?
- How would you feel if a parent or guardian did not understand you? What could you do to improve the relationship?
- How would you feel if a teacher did not care about you and your schoolwork?

## Step 5. Who Makes a Good Friend? (30 minutes)

**1** Begin by restating that during the teenage years, relationships with friends often become extremely important. Explain that this next activity will focus on relationships with friends and examine what kind of friend is worth having.

Ask each participant to think about a person he or she calls a friend, maybe even a best friend. Distribute the index cards (or half sheets of paper), and ask the participants to copy the adjacent statement from the flip chart paper on their cards.

\_\_\_\_\_ is my good friend because  
(name of friend)

\_\_\_\_\_.

Tell the participants to fill in the name of a close friend and complete the sentence with a characteristic or quality that makes that person a good friend. Tell the group to be creative. Assure the group that no one will see the card except you.

After a few minutes, collect the cards. Explain that you will read each card out loud, omitting the name of the friend, but reading the characteristic or quality listed. As you read each card, write the characteristics on flip chart paper. Try to translate the participants' descriptions into nouns. For example:

- "He always tells me the truth." = Honesty
- "She knows when I am sad or need to talk." = Understanding
- "When I say no, he does not push me." = Respect
- "When we agree to meet, he is always there." = Responsibility
- "He treats me as his equal and values my opinions." = Respect
- "I can rely on her in difficult times." = Responsibility
- "She accepts me even when I have made a mistake." = Understanding
- "He is someone I can talk to and share my deepest feelings." = Caring
- "She pays attention to what I do." = Interest
- "He helps me find solutions to my problems." = Encouragement
- "She keeps a secret when I tell her something private." = Faithfulness

If a characteristic is repeated, put a check mark next to that quality to indicate that it was identified more than once.

Explain to the participants that all of these characteristics are important for healthy relationships. As young people grow up, these characteristics become even more important, as they will see in the next activity.

## Step 6. Choosing the Right Partner (80 minutes)

1 Explain to the participants that the characteristics they discussed in the previous exercises are the qualities they should look for in a partner or a relationship with someone of the opposite sex. Tell the group they will have the opportunity now to describe what they think their ideal male or female partner should be like in the future. Divide the participants into male and female groups.

Ask each group to brainstorm all the qualities that are important to them in choosing a partner of the opposite sex and write them on flip chart paper. Then, they should rank the top 10 qualities, in order of importance, and be prepared to explain why these qualities are important.

2 After 20 minutes, bring the two groups together and ask them to share their lists.

3 Discuss the questions below:

- How similar were the two lists? What kinds of qualities were similar between the male list and the female list?
- How different were the two lists? What kinds of qualities were different between the male list and female list?
- How do you find these qualities in the partner you are seeking?

4 Explain to the participants that although we may be attracted to someone's outward appearance, voice, smile, strength, or intelligence, it does not necessarily mean that this person will be a good partner for us. There are a number of questions that we should ask ourselves before becoming involved in a serious relationship with someone of the opposite sex. These questions will help us determine if the person possesses the qualities of a true friend and partner. Share the following questions with the participants, which should be written on flip chart paper ahead of time:

- Is the person faithful? Can you be sure she or he does not have other boyfriends or girlfriends at the same time?
- Can you trust the person fully? Have you ever discovered that he or she does not always tell the truth?
- Can you rely on the person during difficult times?
- Does the person respect you and others?
- Does the person ever put pressure on you or even force you to do things that make you uncomfortable?
- Does the person ever threaten to leave you when you do not do what he or she wants you to do?
- Does the person offer you gifts in order to make you agree?
- Does the person care about your thoughts, feelings, needs, and wishes, or does she or he only think of herself or himself?
- Do you feel the person wants to protect and provide for you?
- Does the person take time for you?
- Does the person encourage you to develop your abilities and work toward your future?
- Do you share common interests with the person?
- Is the person someone you can talk to about anything?
- Does the person accept you when you have a different point of view?

5 Before concluding the activity, ask the participants if they have any other questions or thoughts they would like to share.



## **Step 7. Take-Home Messages (5 minutes)**

- 1 Close the session by stressing the following:
  - Families and friends are important to all people. Friends, especially, take on greater importance during the teenage years, and they may have a big influence on our values, decisions, and behaviors.
  - It is important that you build healthy relationships with everyone during this time in your life.
  - Certain things are needed to keep a relationship healthy, such as love and trust, and certain things can harm a relationship, such as dishonesty and lack of support.
  - The five qualities that keep a relationship healthy are: respect, responsibility, understanding, hard work, and caring.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## **Step 8. Closing (5 minutes)**

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.



## Session 5. My Changing Body



4 hours  
15 mins.

### Purpose of the Session

The purpose of this session is to help the participants understand and accept the physical, emotional, and social changes that occur during puberty.

### Objectives

By the end of the session, participants will be able to:

- Define puberty
- Identify five physical changes girls experience during puberty
- Identify five physical changes boys experience during puberty
- Identify five emotional and social changes that occur during puberty
- Explain to others why puberty is a natural and normal process

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Blank sheets of writing paper
- Pens or pencils
- Copies of role-plays for Step 8 (page 54)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

### Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with two passages from the Bible:

*Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your body.* 1 Corinthians 6:19–20

*For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.* Psalm 139:13–14

4 Ask the participants what these passages are about and what they intend to teach us. After hearing a few responses, explain that the passages tell us that our bodies are gifts from God that are beautifully and specially made. Just as God honors our bodies, so should we honor them, too. To do this, it is important for us to understand how our bodies are made and how to take care of them during puberty, a time of physical, emotional, and social change. This will be the focus of Session 5.

5 Open the session with a short song or reflection.

## Step 2. Mirror Me (10 minutes)

1 Divide the participants into pairs. If there is an odd number of participants, a facilitator can be someone's partner. Tell the participants that in this exercise, one person will pretend that he or she is looking in a mirror and the other person will act like the mirror. The person looking in the mirror should move his or her body and make faces. The "mirror" should then imitate everything the other person does. If the person looking in the mirror raises his or her arm, the "mirror" should raise his or her arm; if the person jumps up and down, the "mirror" should jump up and down and so on. At first, the participants might treat this lightly with a lot of laughter. After a while, encourage the pairs not to talk or laugh but to concentrate on the task. The aim is to be able to imitate each other as simultaneously as possible and to pay close attention to what each person is doing.

2 After finishing the exercise, ask the participants what they thought of the activity. Was it fun? Was it challenging? What did they learn? The point of the exercise is to help the participants to pay close attention to their own bodies as well as other people's bodies. Because Session 5 focuses on bodies and how they

change during puberty, this exercise is an opportunity for participants to begin “listening” to their bodies and looking for the changes that come with puberty.

### Step 3. My Changing Body — What Is Puberty? (10 minutes)

1 Tell the participants that today they are going to talk about the physical, emotional, and social changes they are going through or will go through as part of puberty. Ask the participants if they know what puberty is. Write their responses on flip chart paper.

2 After taking a few responses, explain the definition of puberty, including the points below:

- Puberty is a time when boys and girls change physically and emotionally.
- During puberty, a girl becomes physically able to become pregnant, and a boy becomes physically able to father a child.
- Puberty is a time when new chemicals start to be produced by the body — these chemicals are called hormones. Hormones cause physical and emotional changes in the body and help turn young people into adults.
- Puberty typically starts between ages eight and 13 in girls, and ages 10 and 15 in boys, although some girls and boys start puberty a bit earlier or later.
- Because everyone is different, each person starts and goes through puberty at their own pace.
- Puberty lasts for about two to five years.

### Step 4. Body Mapping My Physical Changes (45 minutes)

1 Divide the participants into female and male groups. Distribute flip chart paper and markers to each group. Ask the girls to draw a picture of a young woman who is 16 years old. Ask the boys to draw a picture of a young man who is 16 years old. They should draw all of the changes that their young woman or man has or will experience as part of puberty.

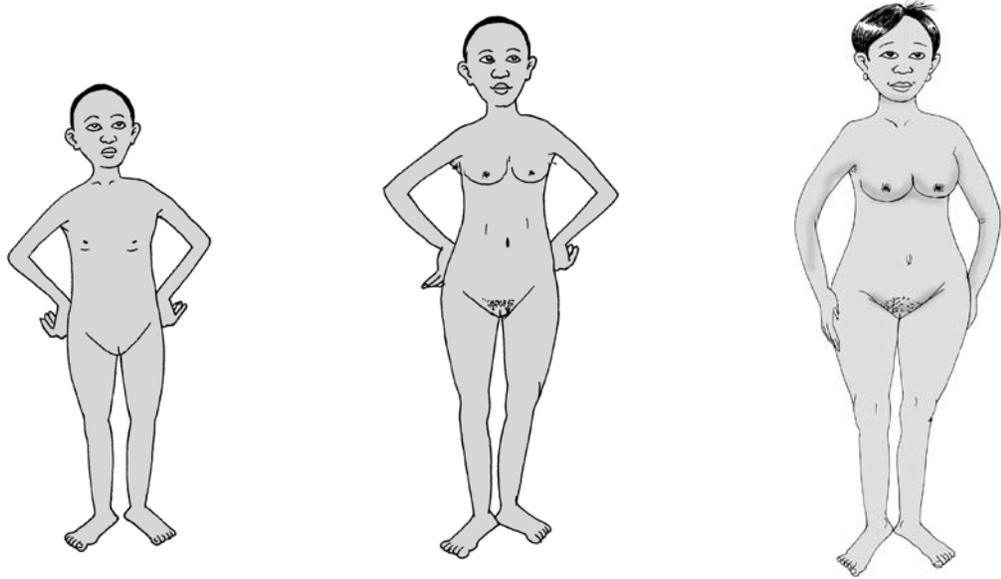
2 After 20 minutes, ask the groups to post their pictures on the wall. Then, ask for a volunteer from each group to explain their picture.

3 Briefly discuss the following questions before sharing the information in the box “What Happens During Puberty?” and showing the pictures of the stages of change.

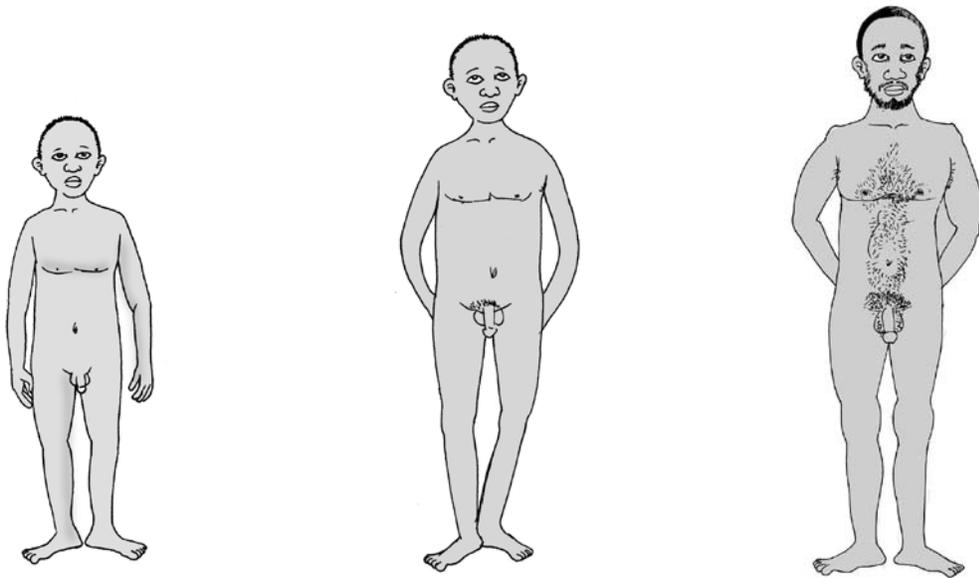
**Note:** This exercise will help you to determine how much knowledge your participants have about puberty (which they may have learned from different sources, e.g., home, school, life skills books, posters, or television). The pictures will also show how much knowledge the young people have about the human reproductive system and other health functions. It is likely that the participants will have knowledge gaps and distortions and may use slang words to describe their pictures. This exercise is an opportunity to give them correct and accurate information about their bodies. It is also an opportunity for the girls and boys to begin understanding and respecting each other and the changes they will experience during puberty.

- Is there anything that should be added to the young woman's picture?
- Is there anything that should be added to the young man's picture?
- What changes are most difficult to cope with for girls?
- What changes are most difficult to cope with for boys?

### Stages of Change



**Girls**



**Boys**

## What Happens During Puberty?

	Major Changes in Girls	Major Changes in Boys	Main Messages
<b>Skin</b>	Skin becomes oily, sometimes with pimples or acne.	Skin becomes oily, sometimes with pimples or acne.	This lasts through the teen years and then usually ends. The face should be washed each day with soap and water.
<b>Hair</b>	Hair increases on legs, underarms, and pubic area.	Hair increases on legs, underarms, chest, face, and pubic area.	The amount of new body hair is different for each young woman and man.
<b>Breasts</b>	Breasts grow and may hurt some.	Breasts may swell and hurt some.	Both breasts may not grow at the same rate or to the same size. It is normal for one breast to be smaller than the other one.
<b>Body size</b>	Grow taller (often before boys), hips widen, breasts enlarge, weight and height increase.	Grow taller, shoulders and chest widen, weight and height increase, and muscles enlarge.	Girls can reach their full height before boys. However, by the time puberty ends, young men are often taller and heavier than girls.
<b>Perspiration (sweat)</b>	Perspiration increases and body odor may appear.	Perspiration increases and body odor may appear.	This is normal. It can be controlled by washing or bathing daily.
<b>Voice</b>	Voice deepens slightly.	Voice deepens and may crack.	A boy's voice can go suddenly from high to low or from low to high. This cracking can be embarrassing but will stop eventually.
<b>Female sexual organs</b>	Ovaries mature, menstruation begins, and there is more wetness in the vaginal area.		Girls might see and feel a white or clear fluid from the vagina. This does not mean anything is wrong. Menstruation and more wetness in the vaginal area are completely normal.
<b>Male sexual organs</b>		Sperm matures, wet dreams and erections begin, and the penis and testicles grow larger.	Wet dreams and erections are completely normal.

## Step 5. Emotional and Social Changes (45 minutes)

1 Tell the participants that along with the physical changes that occur during puberty, there are many emotional and social changes that take place as well. Divide the participants into small groups of three to four people. Give each group a sheet of paper and a pen or pencil. Ask each group to think about and discuss some of the emotional and social changes that happen to young people during puberty. If the youth are younger, ask them what they imagine they will feel and experience as they grow older. Ask them to think about the following:

- Will they experience changes in how they feel about themselves?
- Will they experience changes in their relationship with their family?
- Will they experience changes in friendships and feelings of love?

Each group should write down at least three new emotional or social changes that young people may experience during puberty.

2 After 15 minutes, bring the groups together and ask for a volunteer from each group to share their responses. Write the responses on flip chart paper. Be sure that the following common emotions are mentioned:

### Emotional Changes for Girls

#### Ages 10 to 14

- Values and beliefs primarily determined by family
- Experience mood swings, behavior driven by feelings
- Need for more independence and privacy
- Confused about emotional changes, preoccupied with physical appearance
- Self-esteem determined by others
- Begin to seek acceptance by fostering relationships

#### Ages 15 to 19

- Compare development to peers to determine self-image
- May challenge rules and test limits of gender norms, desire more control over life
- Increased interest in sex, aware of own sexuality
- Desire to be loved may influence decision-making in sexual relationships
- Peers influence leisure activities, appearance, substance (alcohol and drugs) use, and initial sexual behaviors

#### Ages 20 to 24

- Develop more stable relationships, may commit and marry
- Understand consequences of behaviors, prepare for parenthood
- Clearer about self in relation to others, including spouse
- Cope with the competing demands of school, family, spouse, community, livelihood, and self
- Able to recognize and seek help when needed
- May struggle with modern versus traditional values

## Emotional Changes for Boys

### Ages 10 to 14

- Values and beliefs primarily determined by family
- Experience mood swings, behavior driven by feelings
- Need for more independence and privacy
- Confused about emotional and physical changes
- Begin to have sexual feelings and curiosities
- Begin to seek acceptance by peers through competition and achievement

### Ages 15 to 19

- Challenge rules and test limits
- Feelings contribute to behavior but do not control it, can analyze potential consequences
- Compare development to peers, become concerned with self-image
- Peers influence leisure activities, appearance, substance (alcohol and drugs) use, and initial sexual behaviors

### Ages 20 to 24

- Develop more serious relationships, may commit and marry
- Understand consequences of behaviors
- Struggle with adult roles and responsibilities, modern versus traditional values
- Peers have less influence, can make own decisions
- Cope with the competing demands of school, family, spouse, community, livelihood, and self

3 Be sure to stress that all of these emotions and feelings are natural. Feeling anxious about growing up is normal. Having sexual feelings is also normal and is nothing to feel guilty about. All people are sexual beings. Acting on such feelings, however, is a big responsibility. Talking to parents and other trusted adults about puberty and sexuality can be helpful.

## Step 6. More about the Female Body (30 minutes)

1 Ask the participants to volunteer what they have learned or heard about menstruation. After taking a few responses, confirm or correct their statements. Explain what menstruation is and how it occurs, using the questions and answers below as a guide:

### What is menstruation?

Once a girl reaches puberty, she ovulates monthly and her uterus prepares itself for pregnancy. When pregnancy does not occur, tissue and blood from the uterus are shed; this is called menstruation. It is also called a woman's "period." It usually lasts between three and seven days and occurs once a month for most women. Once a girl has started to ovulate, she is physically able to become pregnant. Women stop menstruating during pregnancy but start again after having a baby.

### **What is ovulation?**

Ovulation is the periodic release of a mature egg from the ovary. This usually happens around the middle of a woman's menstrual cycle.

### **At what age do girls start menstruating?**

Just as some girls begin puberty earlier or later than others, the same applies to beginning menstruation. Some girls may begin as early as age nine or 10, while others may not begin until a few years later.

### **What is the sign that menstruation has started?**

A girl knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate approximately when each month she will start bleeding, so she can wear a sanitary napkin or other protection to prevent the blood from staining her clothing.



### **What is the menstrual cycle?**

The menstrual cycle is the time from the first day of a woman's period until the day before she begins her next menstrual period. Since this happens regularly, it is called a "cycle."

### **How much flow is there?**

The menstrual flow — meaning how much blood comes out of the vagina — can vary widely from person to person. Usually, an entire period consists of a few to several spoonfuls of blood — how much depends on the individual and her age. Flow may increase as a girl gets older. The blood often starts off as a rusty color and then gets redder. It lightens to a rust color again until it stops. The amount of blood can also vary from day to day.

### **What is the length of the menstrual cycle?**

The length of the menstrual cycle (the time between one period and the next) varies for each woman. For some, the cycle is as short as 21 (or fewer) days. For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body awhile to adjust to all the changes taking place.

### **How does the body feel during menstruation?**

Sometimes a woman may experience physical or emotional changes around the time of her period. Not everyone has these feelings — some women do not feel anything. A woman may experience:

*Physical symptoms:* cramps, pain, bloating, weight gain, food cravings, swollen or painful breasts, swollen hands or feet, skin problems, headaches, or dizziness.

*Emotional symptoms:* irritability; feelings of aggression, anger, anxiety or panic; confusion; lack of concentration; nervous tension; fatigue; or depression.

Relief can be found by taking pain relievers, hot water compresses, herbal teas, or other local remedies. If these do not help, a woman should visit a health care provider to discuss the matter.

### **What is menopause?**

Menopause is the stage at which a woman's menstruation ends. It ends because the hormones that cause eggs to mature in her ovaries stop. Menopause usually occurs when women are in their late forties or early fifties. But, menopause can take place earlier or later.

## **Step 7. More about the Male Body (30 minutes)**

1 Ask the participants to volunteer what they have learned or heard about erections, ejaculation, and wet dreams. After taking a few responses, confirm or correct their statements. Explain to the participants what erections, ejaculation, and wet dreams are, using the questions and answers below as a guide:

### **What is an erection?**

An erection occurs when the penis fills with blood and becomes hard and straight. Erections happen sometimes as boys fantasize and think about sexual things, or sometimes for no reason at all. Boys do not have control over when this will happen. It is very common for boys to awake with an erection in the morning. While asleep at night, a boy's penis will probably become erect and then go down about five to seven times. This is completely normal and healthy. Having erections is not a sign that a boy needs to have sex. When the penis is erect, a boy will find that he cannot urinate easily because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.

### **What is ejaculation?**

Ejaculation is when semen comes out of an erect penis due to sexual excitement. A man does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own without causing any harm. When a boy begins puberty, the ejaculated semen tends to be slightly clear or yellowish. As the boy grows into a man, he begins producing mature sperm, and his ejaculation will probably become more white. Boys are not born with sperm; they begin to produce them during puberty. Mature sperm are what allow men to impregnate women — if the sperm are ejaculated into the woman's vagina, she may become pregnant. After a boy begins to produce sperm, he continues to produce them throughout life.



### **What are wet dreams?**

A wet dream (or nocturnal emission) is when a boy's penis becomes erect, and he ejaculates while sleeping. This causes the boy's underwear or bed to be a little wet when he awakes. If a boy does not know about wet dreams, he could be worried or confused. Wet dreams are completely natural and normal. A boy cannot stop himself from having wet dreams.

## **Step 8. Talking about Puberty (40 minutes)**

**1** Explain to the participants that because puberty is such a natural and normal thing, it is important that people become more comfortable with it and learn to discuss it more openly and honestly. In the next exercise, the group will have an opportunity to practice talking and asking questions about puberty.

Divide the participants into pairs. Give each pair a copy of one of the following role-plays to enact. If there are more than six pairs, you can assign a role-play more than once. Ask each pair to act out the scenario using the information they just learned about puberty. Encourage them to be creative. If they feel comfortable in doing so, the girls can act out male roles or the boys can act out female roles.

**Role-Play One** — One person plays a 9-year-old girl; the other plays her mother (or aunt or grandmother). The girl is worried about developing breasts and wonders when this will happen. The mother (aunt, grandmother) comforts the girl, letting her know that the age when breasts start to form varies and that it is normal to grow breasts.

**Role-Play Two** — One person plays a 12-year-old boy; the other plays his older brother. The boy is sad because everyone at school teases him about his cracking voice. The older brother explains why his voice is cracking and what to say when people tease him.

**Role-Play Three** — Both people play 10-year-old girls. One girl teases the other girl because she is taller than all of the other girls in their group. The tall girl explains that boys and girls grow at different rates and to different heights. She also explains why she does not like being teased and asks the other girl to be a nicer person. The teasing girl apologizes.

**Role-Play Four** — One person plays a 14-year-old boy; the other plays his father (or uncle or grandfather). The boy is worried because he is growing hair under his arms and a little on his face. The father (uncle, grandfather) comforts him and tells him that most boys develop hair in new places as they grow older.

**Role-Play Five** — One person plays an 11-year-old girl; the other plays her older sister. The girl is worried because she has not yet started having a period. The sister comforts her, letting her know that the age when girls start menstruating varies.

**Role-Play Six** — One person plays a 13-year-old boy; the other plays his friend. The friend is worried because he is not as tall and big as the first boy. The first boy comforts his friend, letting him know that the age when boys start the physical changes of puberty varies.

2 After 15 minutes, bring the participants together and ask for volunteers to perform each of the six role-plays for the entire group.

3 After each role-play, briefly discuss the questions below:

- Was accurate information given during the role-play? If not, what information should have been shared?
- Would you have done anything differently in addressing the problem or issue?
- Do you have any questions about this particular problem or issue related to puberty?
- To whom could you go to discuss this kind of problem or issue?

## Step 9. Sex versus Gender (30 minutes)

1 Explain to the participants that you now want to talk about gender. People often confuse the meaning of the words “sex” and “gender.” We know that sex refers to those biological and physiological characteristics that can only be identified with being a man or woman. For instance, the ability to become pregnant and give birth is a biological characteristic associated with being female. Having a wet dream is a physiological characteristic of being a male.

Gender refers to those roles, behaviors, and expectations that are associated with being a man or a woman in a given society. For example, many consider farming to be a manly (or masculine) occupation, while nursing is often perceived as a womanly occupation. Or, many believe that being emotional is typically a female characteristic, while being stoic and strong is typically a male characteristic.

Tell the participants that you are now going to talk about the different characteristics of being a man or a woman.

2 Divide a piece of flip chart paper into three vertical columns. Give the column on the left the title “Man.” Give the column on the right the title “Woman.” Leave the middle column blank for now.

Ask the participants to call out characteristics, behaviors, and expectations usually associated with being a man. These may include stereotypes that exist in the community. Write the responses in the left column.

Next, ask the participants to call out characteristics, behaviors, and expectations usually associated with being a woman. These, too, may include stereotypes that exist in the community. Write the responses in the right column.

**Note:** If the participants do not give positive and negative traits related to being a man and woman, add some of your own. Also, if the participants do not mention any physical traits (such as breasts, penis, beard, vagina, wet dream, menstruation, pregnancy, erection, etc.), add some of your own or ask them to think about physical characteristics.

After completing the two lists, ask the participants whether the characteristics they listed can apply to both men and women. Go through each column individually. For example, if the participants mentioned characteristics such as emotional, gentle, and patient to describe a woman, ask if these characteristics can also apply to a man. If they agree, then cross out these words in the list. Do this for both the left and right columns.

If there are characteristics that apply only to men or only to women, such as having a penis or being able to breastfeed, circle these words and draw an arrow toward the middle column.

After going through each column (by crossing out and circling words as appropriate), write the word “Sex” at the top of the middle column. Every characteristic that has an arrow toward the middle column is an example of sex, or what it means to be male or female. The remaining characteristics are things related to gender. These are the characteristics, behaviors, and expectations that society associates with being a man or a woman. They do not relate to sex, but rather to gender. Be sure to point out how much similarity there is between men and women and that often the differences we think exist are really just societal expectations and stereotypes of the two sexes.



### Step 10. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - Puberty is a time when boys and girls change physically, emotionally, and socially, because new chemicals — called hormones — are developing in the body, turning young people into adults.
  - Puberty usually starts between ages eight and 13 in girls, and ages 10 and 15 in boys, although some young people start puberty earlier or later.
  - Everyone is different, so each person starts and goes through puberty at their own pace. It is important not to tease or make fun of others who may develop earlier or later.
  - Typically, but not always, girls begin puberty about two years before boys. Puberty lasts about two to five years.
  - When puberty begins, a girl becomes physically able to become pregnant, and a boy becomes physically able to father a child.
  - During puberty, the following parts of the body change: skin, hair, breasts, body size, voice, and sexual organs. Girls begin to menstruate, and boys begin to have wet dreams. Both are natural and normal.

- During puberty, young people experience changes in how they feel about themselves, their families, and their friends. They may begin to experience feelings of love.
  - Young people often feel uncomfortable, clumsy, or self-conscious because of the rapid changes in their bodies. All of the physical, emotional, and social changes that occur during puberty are normal.
  - If you are concerned about your developing body, ask to speak with a trusted adult or health care provider.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

### **Step 11. Closing (5 minutes)**

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.





## Session 6. Sex and Sexuality



2 hours  
15 mins.

### Purpose of the Session

The purpose of this session is to help the participants understand sex, sexuality, reproductive health and God's view of these concepts.

#### Objectives

By the end of the session, participants will be able to:

- Define and explain the difference between sexuality and sex
- Define reproductive health
- Describe risky sexual behavior
- Explain God's view of sex and His boundaries for sexual activity

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Small pieces of paper (two for each participant)
- Pens or pencils
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

### Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.

themselves and give them a special welcome. Tell them you are glad they have joined the group.



**3** Tell the participants that you will begin with a passage from the Bible:

*But at the beginning of creation God “made them male and female.” For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh. So they are no longer two, but one. Therefore, what God has joined together, let man not separate.*  
Mark 10:6–9

**4** Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us that God created us in His own image and chose to make us either male and female. He also made us sexual beings and gave us the gift of sex — our sexuality is the total expression of who we are as human beings and allows us to become one flesh with our spouse. This will be the focus of Session 6.

**5** Open the session with a short song or reflection.

## **Step 2. Seat Exchange (10 minutes)**

**1** Ask the participants to sit in a circle. Tell them that you will call out a descriptive phrase, and all participants to whom this applies must exchange seats with another person. For example: If you call out, “Everyone who is wearing something red,” all those wearing red should change seats with another person wearing red. Other ideas to call out are:

- Everyone who has a brother
- Everyone who has two sisters
- Everyone who is wearing a piece of jewelry
- Everyone who is younger than 14 years

## **Step 3. Understanding Ourselves Even More (30 minutes)**

**1** Tell the participants that they will talk about three topics that are very important, but ones that can also be very sensitive. During this session, the participants will talk about sex, sexuality, and reproductive health. Ask the participants if they know what these three terms mean. Write each term on three separate pieces of flip chart paper, and ask the participants to define each one individually. Write their responses on the flip charts, starting with the term sex.

2 After taking a few responses, explain the definition of **sex**, including the points below:

- Sex is something that is determined at conception when the male sperm fertilizes the female egg. Our sex makes us either male or female. For example, on the day you were born, your family announced to the world: “We have a boy!” or “It is a girl!” This kind of expression tells the world what your sex is — you are either male or female. God made each sex equal, but different.
- If you are male, your sexual organ is a penis. If you are female, your sexual organ is a vagina.
- Sex can also refer to sexual activity, such as sexual intercourse between a man and woman. This is when a man inserts his penis inside a woman’s vagina. Having sex can result in the creation of a baby.
- Sex should take place in a mature, mutually responsible, and stable relationship, such as marriage. Sex is one of the most intimate ways to communicate to our partners how much we care about and love them.

3 After taking a few responses, explain the definition of **sexuality**, including the points below:

- Sexuality is the total expression of who we are as human beings. It includes a person’s values, beliefs, behaviors, physical appearance, emotions, and likes and dislikes. It involves sexual expression and relationships.
- Sexuality is a gift from God. It is a natural and positive part of our lives and is unique and individual.
- Sexuality means that you are aware of what it means to be male or female. It also means that you are aware of your own and other people’s bodies, and you may feel sexually attracted to someone. It begins at birth and lasts a lifetime.

**Note:** Some of these definitions may be difficult for younger youth to understand. As a facilitator, you will need to make a decision about how much information to give your participants, or you may need to describe sex, sexuality, and reproductive health in simpler, more basic terms.

4 After taking a few responses, explain the definition of **reproductive health**, including the points below:

- Reproductive health is physical, emotional, social, and spiritual well-being in all matters relating to the reproductive system.
- Reproductive health implies that people are able to express their sexuality without risk of unplanned pregnancy, sexually transmitted infections (STIs) including HIV/AIDS, coercion, violence, and discrimination. It means being able to have an informed, enjoyable, and safe sex life, based on a positive approach to sexual expression and mutual respect between the sexes.
- Reproductive health means that people have the capacity to reproduce and the freedom to decide if, when, and how often to do so.

## Step 4. Talking More about Sexual Activity (50 minutes)

- 1 Divide the participants into female and male groups. Give each participant two small pieces of paper and a pen or pencil. Ask them to write one form of sexual activity on each piece of paper. It can be any form of sexual activity, such as talking, holding hands, kissing, or having sex.
- 2 Ask the participants to share and discuss their individual responses with others in their group. Then, have each group arrange the various forms of sexual activity from the most risky to the least risky behavior. Be sure to explain to the participants that risky sexual behavior is any action that could lead to an unplanned pregnancy, STI, HIV/AIDS, coercion, violence, emotional pain, etc.
- 3 After 20 minutes, bring all of the participants together and ask for a volunteer from each group to present and discuss their order of risky sexual behaviors.
- 4 If masturbation has not been mentioned, ask the participants if they have ever heard of getting a feeling of pleasure from touching one's own body. Ask them what the word for this is. Let them know that masturbation is commonly defined as rubbing, stroking, or otherwise stimulating one's sexual organs to get pleasure or express sexual feelings.

Emphasize to the participants that masturbation is normal. It is one of the ways we discover more about our bodies. Many people, males and females alike, masturbate at some time in their lives. There is no scientific evidence that masturbation causes any harm to the body or mind. Masturbation is only a medical problem when it does not allow a person to function properly or when it is done in public. The decision about whether or not to do it is a personal one. Some cultures, religions, and individuals oppose masturbation. If you have questions or concerns about your church's position, you should talk to your church leaders.

- 5 End the activity by explaining to the participants that sex and sexuality are beautiful gifts from God. They are God's special inventions, and they are good, not evil. During creation, God saw that man was lonely, so He created woman as a companion and helper. Male and female fit together to form a whole in sexual intercourse. God intended sex and sexuality to be pleasurable and meaningful.

Like other gifts from God, sex and sexuality are meant to be used properly. Responsible sex comes with the commitment of marriage. It is a gift from God to give us the greatest pleasure, to help in creating a deep, loving relationship with one's spouse, and to procreate a future generation, if we desire to have children.

## Step 5. Why Wait to Have Sex? (30 minutes)

1 Read the following Bible passage to the participants and ask them to share what they think it means:

*For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.* Ephesians 5:31



2 Explain to the participants that although young people are physically capable of have sex, it does not mean that they should actually have sex. As discussed above, sex is a gift from God that is meant to be shared within the context of marriage. Sex is a way to be close to another person and to express your love for that person. In addition to obeying God’s word — that is, to save sex for marriage — there are a number of other reasons to wait to have sexual intercourse. Ask the participants what they think these reasons might be.

After taking a few responses, share the following with them:

- Young people who have sex before marriage often miss all of the wonderful things that lead up to sex, such as getting to know someone intimately and falling in love with them. If you have sex with someone you do not know well, you may feel guilt and embarrassment afterwards. Sex is a wonderful gift, but when it is used unwisely, it can destroy your ability to get close to someone.

As Paul writes to the Corinthians, “Love is patient” (1 Corinthians 13:4). Being patient when it comes to sex is an act of kindness and respect — toward yourself, toward the person for whom you have special feelings, and toward any other people who may be affected (such as your parents) if you make the decision to have sexual relations before marriage. It is important to take time to get to know a partner and love and trust each other before having sex. Only after this love and trust have been established within marriage is it appropriate to have sex.

- If you have sex, you can become pregnant or acquire a disease. Even your first experience of sex can result in becoming pregnant or getting a sexually transmitted infection, including HIV. Many young people who have sex do not use any form of protection, which puts them at risk for consequences for which they are ill prepared. The only 100 percent effective way to protect against unplanned pregnancy or disease is abstinence.
- If a young girl has sex and becomes pregnant, she also puts herself at risk for complications during pregnancy and delivery. Young girls’ bodies are not fully prepared for motherhood. For example, young mothers can experience serious problems during childbirth because their bodies are not physically ready to give birth. Also, babies



born to teenage mothers are often underweight and are frequently born prematurely. There is a higher death rate among premature babies.

- Young people are not emotionally prepared for parenthood. Parenting is hard work for parents of all ages, but even more so for young people who still have a lot of physical and emotional growth ahead of them. A baby needs attention 24 hours a day, seven days a week. It takes a great deal of patience and attention to raise a child. In most situations, a baby puts more pressure on young parents than they can handle.
- Young people are not financially prepared for parenthood. Parenting is not only challenging, but it is also expensive. A young parent has to find a source of money to meet the baby's daily needs, such as food, medicine, clothes, and childcare. Teenage parents often have to drop out of school to raise their children, which can make it difficult for them to find work in the future. In many cases, young people who become parents too early face a lifetime of financial struggles.
- Having sex too early and becoming pregnant or getting a disease can also affect the way you will be perceived in your family and community. For example, in many cultures, young unmarried youth, especially girls, who have babies are disapproved of and may even be discriminated against.

**3** Explain to the participants that they can make a commitment to God, themselves, their families, and their friends to save sex for marriage. Let them know that they have the right to make this wise choice. They can choose to have sex in the way God intended, within marriage. Even if someone has already become sexually active, she or he can make the choice to stop and wait until marriage. God will forgive those who make mistakes and will offer everyone a second chance. Because of God's great mercy, it is never too late to become the person God calls each of us to be.



## **Step 6. Take-Home Messages (5 minutes)**

- 1** Close the session by stressing the following:
  - Sex is what makes each of us male or female. Sex is determined when a man's sperm fertilizes a woman's egg. Sex can also refer to sexual activity, such as sexual intercourse.
  - Sexuality includes a person's values, attitudes, beliefs, behaviors, physical appearance, emotions, and likes and dislikes. It involves sexual expression and relationships and encompasses your physical, emotional, and spiritual parts. Sexuality is a gift from God and is a natural and positive part of our lives.
  - Reproductive health is physical, emotional, social, and spiritual well-being in all matters relating to the reproductive system.
  - Sex and sexuality are beautiful gifts from God. They are meant to be used properly and responsibly within marriage.

- It is possible for you to make a commitment to God, yourself, your family, and your friends to save sex for marriage. Everyone has a right to make this decision. Even if you have already started to have sex, you can decide to stop and wait until marriage.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

### **Step 7. Closing (5 minutes)**

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.







## Session 7. Communicating and



5 hours

# Making Decisions

### Purpose of the Session

The purpose of this session is to teach the participants how to communicate effectively and to make responsible and informed decisions about their reproductive health behaviors.

### Objectives

By the end of the session, participants will be able to:

- Define verbal and nonverbal communication
- Describe the differences between passive, aggressive, and assertive communication
- Explain the benefits of using assertive communication
- List the five steps for saying no
- Identify four ways to say no with the body
- Identify the five steps for delaying
- Cite five examples of delay tactics
- Define decision-making
- List the six steps for decision-making

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip chart and pictures for Step 3 (page 69)
- Prepared flip chart for Step 4 (page 71)
- Prepared flip chart for Step 5 (page 72)
- Copies of role-plays for Step 6 (pages 72–73)
- Prepared flip chart for Step 7 (page 76)
- Copies of the delay tactics scenario for Step 7 (page 77)
- Prepared flip charts for Step 9 (pages 78–79)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.

- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

- 1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.
- 2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.
- 3 Tell the participants that you will begin with two passages from the Bible:

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.

*Whoever of you loves life and desires to see many good days, keep your tongue from evil and your lips from speaking lies. Turn from evil and do good; seek peace and pursue it. Psalm 34:12–14*



*My son, preserve sound judgment and discernment, do not let them out of your sight; they will be life for you, an ornament to grace your neck. Then you will go on your way in safety, and your foot will not stumble; when you lie down, you will not be afraid; when you lie down, your sleep will be sweet. Proverbs 3:21–24*

- 4 Ask the participants what these passages are about and what they intend to teach us. After hearing a few responses, explain that the passages tell us that we should strive to use our tongues and mouths wisely and always to do good. We should not talk badly about people or to people. Rather, everyone should strive to speak with sound judgment, kindness, and love and as directly and honestly as possible. The last passage also tells us that if we make wise and responsible decisions, we will live sweet and promising lives. This will be the focus of Session 7.

- 5 Open the session with a short song or reflection.

## Step 2. Muddled Messages (15 minutes)

- 1 Ask the participants to stand in a circle. Think of a message to whisper beforehand, such as, “If we learn to speak clearly and to listen carefully, everyone will be able to communicate better.” Whisper this quietly to one person in the circle and then ask that person to whisper it quietly to the person on the

left. This should be repeated until the phrase has been whispered around the entire circle. Each person should only whisper what she or he heard. No one is allowed to ask questions or ask for the phrase to be repeated.

2 When the phrase has been whispered around the whole circle, ask the last person to say out loud what he or she heard. Then, announce to the group what you originally said. The message normally changes as it goes around the circle. Ask the participants what they learned about communication from this activity. Be sure to explain that this exercise shows how difficult it can be to communicate with other people. It can be challenging to listen and to understand what is being said to us. There are often many voices saying many different things to us — things happen that distract us or stop us from paying attention. If we learn how to speak clearly and listen carefully, it will be easier to understand others and make wise decisions for ourselves.

### Step 3. How We Communicate (30 minutes)

1 Explain to the participants that we communicate in two different ways. Ask the participants if they know what verbal communication and nonverbal communication mean. Write each term on two separate pieces of flip chart paper, and ask the participants to define them, writing their responses down.

2 Explain the definition of **verbal communication**, including the points below:

- Verbal communication is done with our mouths and tongues. It occurs when one person talks and the other person listens and reacts.
- When someone communicates verbally, they give information, ask a question, negotiate, make a statement, or give instructions.

3 Explain the definition of **nonverbal communication**, including the points below:

- Nonverbal communication is done with our bodies. It gives meaning to what is said and heard or understood.
- Nonverbal communication (also called body language) includes such things as tone of voice, silence, frowning, smiling, gesturing, body posture, touch, etc.
- Nonverbal communication can be easily understood, but it can also be easily misinterpreted. The way we sit, talk, listen, and walk can give negative or positive messages.

4 Tell the participants they will now have an opportunity to demonstrate nonverbal communication. Give several participants one piece of paper with a facial expression written on it. Examples include: smiling, frowning, confused, angry, hurt, excited, etc. Have the participants make a face or use their bodies to express the nonverbal action they received. Let the rest of the group guess what nonverbal behavior they are trying to express.

5 Listening is also an important part of communication. Ask the participants to think of someone who they feel always listens to them and understands what they say (such as a friend, parent, pastor, or teacher). Ask them to describe what this person does that makes her or him a good listener. Write responses on flip chart paper. Be sure to point out that a good listener always pays attention to what is being said, without interrupting or injecting his or her ideas and opinions until the appropriate time.

#### Step 4. Let's Communicate (45 minutes)

1 Tell the participants that people communicate in different ways. Ask them if they have ever heard of passive, aggressive, or assertive communication. Share with the participants the following information:

##### Passive communication occurs when:

- You communicate in a weak or submissive manner
- You are unclear or afraid to address an issue or problem
- You do not want to upset or disappoint the other person
- Your body language shows you are weak and undecided
- You may have low self-esteem

*Examples:* Talking quietly, giggling nervously, looking down or away, sagging one's shoulders, avoiding disagreement, or hiding one's face with one's hands.

##### Aggressive communication occurs when:

- You communicate in a way that threatens the other person if your feelings and opinions are not accepted
- You try to dominate or overwhelm the other person
- You have forceful body language

*Examples:* Shouting, demanding, not listening to others, saying others are wrong, leaning forward in a threatening way, looking down on others, wagging fingers, pointing at others accusingly, or fighting.

##### Assertive communication occurs when:

- You communicate in a way that is not rude or threatening to the other person
- You express your opinion without endangering the rights of the other person
- You have strong and steady but nonthreatening body language
- Your approach is direct, clear, and balanced

*Examples:* Knowing what you want to say, such as "I feel . . .," being specific, looking the other person in the eyes, or using correct body language.



**2** Tell the participants that they will now have an opportunity to practice role-playing passive, aggressive, and assertive communication. Divide the participants into pairs and assign each pair one of the following scenarios that you have written on flip chart paper:

**Role-Play One** — Your classmate takes your pen without your permission.

**Role-Play Two** — Your father tells you that you must stay home from a party to do your schoolwork.

**Role-Play Three** — Your friend tells you that to be “cool,” you need to smoke a cigarette.

**Role-Play Four** — Your boyfriend pressures you to have sex.

Explain to the participants that they should first act out the role-play in a passive way. Then, they should do it in an aggressive way, and then in an assertive way.

**3** After 15 minutes, bring the participants together and ask for a few volunteers to perform their role-plays for the entire group. End the exercise with the following questions:

- Was it easier to be passive, aggressive, or assertive when communicating?
- Which type of communication worked best or achieved the best result? Why?
- Did assertive communication help you to set boundaries and express your values?
- Are there areas in your lives where you could apply these skills? If so, where?

## Step 5. What Does It Mean to Say No? (20 minutes)

**1** Read the following passage to the participants:

*Simply let your “Yes” be “Yes” and your “No,” “No;” anything beyond this comes from the evil one. Matthew 5:37*



Ask the participants what this passage means to them. Explain that when communicating with others, it is always important that they are clear in what they are saying, both with their words and their bodies. In addition, sometimes it is necessary to say no, even to someone they care about. For example, they may have to say no if they are being put in danger, if they are being asked to do something they know is wrong, or if they feel their values are not respected. Occasionally, saying no can be difficult. Sometimes when a person says no, it does not come across as no. The ability to say no effectively gives people power over their lives. Practicing to say no helps to build the skill of refusal.

### Steps to Say No

1. Say *No!*
2. Repeat the refusal.
3. Suggest an alternative.
4. Use body language that says *No!*
5. Build the relationship (if appropriate).

2 Tell the participants that there is a series of steps to follow when saying no. Show the adjacent steps, written on flip chart paper, and go through each step with the participants.

Explain that an effective refusal involves saying no in a tone of voice and with body language that shows you mean it; repeating the refusal if necessary; suggesting an alternative; and building the relationship, if appropriate. The above five steps

can be used to make refusals related to drinking alcohol, using drugs, stealing, smoking, having sex, sneaking out with friends, and similar situations.

3 Explain that nonverbal communication (body language) is also an important way to communicate with or without speaking. Ask the participants to describe body language that says no. Write their responses on flip chart paper. Then, ask the participants to demonstrate each behavior listed below to reinforce the concept of nonverbal communication:

- **Hands off** — Throw hands up in a “get off of me” gesture or use hands for emphasis.
- **Soldier body** — Sit up or stand up stiffly like a soldier at attention and march away from the other person if necessary.
- **Firm voice** — Use a strong and business-like voice.
- **Serious expression** — Use your best “I mean it” face.
- **Gestures** — Use hand and arm movements that emphasize the point.
- **Fight back** — If everything else fails, use strength to push away and protect yourself.

## Step 6. Saying No and Meaning It (60 minutes)

1 For this exercise, tell the participants that they will do a variety of role-plays in which it will be necessary to say no. Divide the participants into small groups. Give each group one of the following scenarios and ask them to create a role-play. First, they should act out someone who says no ineffectively. Then, they should act out someone who says no effectively.

Below are several scenarios to choose from, depending on the age of the participants. Adapt or add other scenarios, depending on your cultural setting:

**Role-Play One** — Two young boys walk into a store. After looking around for a while, one of the boys asks the other one if he wants to steal some candy.

**Role-Play Two** — A group of young people are talking together after school. At some point, one of the boys brings out a pack of cigarettes. He asks if anyone wants to smoke.

**Role-Play Three** — Two boys are teasing another boy because he has never kissed a girl. They challenge the boy to kiss a girl by the end of the week.

**Role-Play Four** — Two boys and two girls discuss meeting at the house of a friend whose parents are away. One of the girls says that she cannot go because her parents do not allow her to attend parties without adult supervision. The others encourage her to sneak out after her parents go to bed.

**Role-Play Five** — A group of young people have gotten together at a park during the weekend. After a while, some of the young people start to drink. One of the girls asks another girl if she wants a beer, saying: “It’s cool, and it tastes good.”

**Role-Play Six** — A young girl is approached by an older man in her neighborhood. He offers to give her some nice lotion and money if she lets him take her to school.

**Role-Play Seven** — Two young men are criticizing another young man because he has never had sex. They tell the young man that if he were a “real man,” he would already have a girlfriend and be having sex.

**Role-Play Eight** — A young woman and man go to a party at a friend’s house. A lot of couples are leaving — maybe to have sex. The young woman does not want to leave the party or have sex, but the young man is pressuring her to go somewhere alone.

**2** After 20 minutes, bring the participants together and ask for volunteers to act out the role-plays for the larger group.

**3** When the role-plays are done, briefly discuss the questions below with the participants:

- Did you find it difficult to say no in these situations? Why or why not?
- What were the greatest challenges to refusing?
- Would you have done anything differently?
- What were some of the most effective ways to say no?
- Are there times in your life when you have successfully said no? If so, describe them.
- Have you learned things from these role-plays that you could use in the future? If yes, please explain.

If the participants are older, you can have two *pre-selected* volunteers (a male and female) act out the following role-plays. Ask the volunteers to first do the ineffective version and then the effective version. Facilitate the discussion that follows each role-play.

### Trying to Slow Down (ineffective version)

A young man and young woman have been going out for almost a year. From the beginning, they touched and kissed a lot. On the young man's birthday, they are alone and feel very close. After they have had a drink to celebrate the birthday, they begin kissing, touching, and feeling really good. The young man wants to have sex, but the young woman does not think that she is ready for this.

Young man: Why are you stopping now?

Young woman: Wait. I'm not sure that I'm ready.

Young man: It isn't my birthday every day, you know.

Young woman: Yeah, I know.

Young man: I've never had sex, and I want to have it with you first.

Young woman: Yeah, I know.

Young man: There is no reason to wait. It will mean even more, since we have something to celebrate. What's the difference, now or later?

Young woman: Well, I'm not sure.

Young man: I thought this was what we both wanted.

Young woman: Do you love me?

Young man: Yes, and sex is part of love.

Young woman: I guess you're right.

(They stop talking and go back to kissing and more . . .)

After the role-play, conduct a discussion with the participants. Ask the male and female role-players to comment on how they felt in the situation and how they would feel if this were a real situation. Ask the other participants to identify what the young woman did or did not do that led to the ineffectiveness of her refusal. Be sure the following points are covered:

- She never said no directly or clearly.
- She never restated the first objection she made.
- She asked a question (“Do you love me?”) rather than stating her view.
- She expressed doubt and left her boyfriend thinking she might give in to his pressure.
- She failed to offer an alternative action.
- She failed to use “hands off” or other body language to say no and really mean it.
- She gave up and went back to kissing and touching.

After the discussion, ask the same participants to act out the effective version of “Trying to Slow Down.”

### **Trying to Slow Down (effective version)**

A young man and young woman have been going out for almost a year. From the beginning, they touched and kissed a lot. On the young man’s birthday, they are alone and feel very close. After they have had a drink to celebrate the birthday, they begin kissing, touching, and feeling really good. The young man wants to have sex, but the young woman does not think that she is ready for this.

Young man: Why are you stopping now?

Young woman: Wait. I’m not sure that I’m ready.

Young man: It isn’t my birthday every day, you know.

Young woman: Yeah, I know, but I don’t think we’re ready.

Young man: I’ve never had sex, and I want to have it with you first.

Young woman: Maybe some day, but not now. (Sits up straight.) No, I am not ready now.

Young man: There is no reason to wait. It will mean even more, since we have something to celebrate. What’s the difference, now or later?

Young woman: (Crosses her arms and makes a serious face.) No, I want to wait.

Young man: I thought this was what we both wanted.

Young woman: We both want to be close, but I don’t want to have sex. How about opening your present from me? It is in my backpack.

Young man: Okay. We can wait. Maybe we could talk about this later, though.

Young woman: Thanks for understanding. Yes, let’s talk about this later. (Smiling.) Now, here’s your present.

After the role-play, conduct a discussion with the participants. Ask the male and female role-players to comment on how they felt in the situation and if it was different from the previous situation. Ask the other participants to identify what the young woman did or did not do that led to the effectiveness of her refusal. Be sure the following points are covered:

- She said no directly.
- She restated the first objection she made.
- She expressed confidence in her decision and clearly stated her view.
- She offered an alternative action.
- She used body language to say no and really meant it.
- She continued building the relationship by agreeing to discuss the issue later.

## Step 7. Using Delay Tactics (45 minutes)

1 Explain to the participants that delay tactics are another way to handle difficult situations. In most cases, it is best to simply say no to offers you do not like. But, people often feel confused about how to say no, and some may not have the courage to say it to their friends. In such circumstances, they can impulsively make a poor decision. A delay tactic may gain time to make the best decision.

2 Explain to the participants that there is a series of steps to follow when using a delay tactic. Show the following flip chart and go through each step with the participants:

### Steps to Delay

1. Make a delay statement.
2. Take a delay action.
3. Create space.
4. End the situation quickly.
5. Build the relationship (if appropriate).

It is important to point out that an effective delay does not need to use all of these behaviors. The primary goal is to end the interaction as quickly as possible. Another goal is to gain enough time to make a responsible, healthy decision.

3 Explain that delay tactics can be very helpful when someone is trying to pressure another person to have sex. Going through each step above, ask the participants to

think of things they could say or do to delay if they are pressured to have sex. Be sure to include the following:

#### 1. Make a delay statement

“I’m not ready.”  
“Not now.”  
“I have to call home.”

“It’s not the right time.”  
“I don’t feel well.”  
“Sorry, I have to go.”

#### 2. Take a delay action

Chew a piece of candy.  
Look distracted.  
Drop something.

Stop kissing.  
Go to the restroom.  
Pretend you lost something.

#### 3. Create space

“I need to think about this.”  
Place arms in front of body.

Take a step back.  
Stand up.

#### 4. End the situation quickly

“I’ve got to go now.”  
“Wow, look at the time.”

Walk away.  
Push the person away.

#### 5. Build the relationship

“I know this isn’t easy for you.”  
“I like you, but please stop.”

“I’ll call you tomorrow.”  
“Let’s talk about this.”

4 Divide the participants into small groups and ask each group to develop and practice a role-play in which delay tactics could be used.

5 After 15 minutes, bring the participants together and ask for volunteers to act out three or four of the role-plays. Conclude the activity by emphasizing that the use of refusal skills and delay tactics are two important ways to avoid unplanned pregnancy, STIs, and HIV.

If the participants are older youth, the following exercise can be used as an alternative to the above activity.

Divide the participants into small groups of three to four people. Hand out the following scenario and ask each group to complete the dialogue between a young woman and her older boyfriend. Delay tactics should be incorporated into the scenario, as the young woman makes a decision about whether to have sex.

### **Presents and Flowers**

A 14-year-old girl has been dating an 18-year-old boy for about a month. The boy has treated her to movies, driven her places, and bought her small presents. The girl really enjoys the attention. During a party at a friend's house, the boy suggests that they leave the party and go somewhere private. His body language shows that he wants to have sex. The girl does not want to have sex.

Boy: Look at all the great things we've done together. I've been so good to you. Come on, let's go to be alone together.

Girl:

Boy: It's no big deal, it's just part of going out.

Girl:

Boy: I just want to be close to you.

Girl:

Boy: Everybody else is doing it — they just don't tell you.

Girl:

Boy: If you really loved me, you would.

Girl:

Boy: I love you, but you don't seem to care about me.

Girl:

After each group has completed their dialogue, ask for a few volunteers to present their role-plays for all of the participants. Be sure to point out to the participants those role-plays that effectively show the girl using delay tactics or refusing the boy's advances.

## Step 8. Human Knot (10 minutes)

- 1 Ask the participants to form groups of 10 to 12 people. Then, ask each participant to stretch out his or her arms and take the hand of two people opposite. Every person should be holding hands with two different people, and all hands should cross each other in the middle. The entire group should be wrapped in a "knot."
- 2 Ask each group to untangle themselves without letting go of either hand until each person is standing next to another person, forming a perfect circle. It will take some effort to untangle the human knot, but it is possible to do this activity successfully.
- 3 End by asking the participants what they learned from this exercise. Be sure to emphasize that it showed that solving a problem and making a decision require a step-by-step process.

## Step 9. Making Decisions (60 minutes)

- 1 Ask the participants if they know what decision-making is. After taking a few responses, share with them the adjacent definition of decision-making, written on flip chart paper.

**Decision-making** = Making up one's mind about what one wants and what is the best alternative. Having good self-esteem and self-confidence can help people to make wise decisions or cope with problems.

Explain to the participants that learning how to make decisions and solve problems is an important skill for young people. As boys and girls become men and women, they will need to make more and more decisions, and they will need to become responsible for the choices they make. When a person knows how to

make good decisions, they are better able to communicate, assert themselves, handle difficult situations, and live a healthy, responsible life.

- 2 Ask the participants for examples of how they solve problems and make decisions. Then, ask the participants to define the steps they take when making a decision. Remind them that they make decisions every day, such as, what to wear, what to eat, where to go, whether to do their schoolwork, or whether to obey their parents. Write responses on flip chart paper.

3 Share with the participants that there is a series of steps to follow when making a decision. Show the flip chart listing the steps and discuss what should be considered at each step:

**1. Define your problem.**

- What is the problem?
- Why is it a problem?
- Who is affected by this problem?
- Can the problem be ignored?

**2. Identify all of the solutions.**

- Think about all of the options available to you.
- Ask for options from a parent, friend, teacher, or pastor.
- List as many options as possible.
- Combine and improve ideas.

**3. Consider all of the possible consequences.**

- What are the negative outcomes?
- What are the positive outcomes?
- What are the short-term and long-term consequences of each option?
- How do the different options affect other people?

**4. Consider your own values.**

- Consider each option according to your values. What do you consider right and wrong?
- Talk with a person you trust and respect.
- Which one of the options goes with your values?

**5. Make the decision.**

- Choose the option that is best suited to your values and causes the least harm to you and others.
- Break the solution into small steps and do the first step right away.

**6. Evaluate your decision.**

- Think about the decision and how you feel about it. Are you happy about it?
- Has the problem been solved?
- Did you learn something for the next time you have to make a decision? If not, seek more information and think of what went wrong and how it can be improved. If not, go back to Step 3 above and choose the second-best option.
- Repeat the process until the problem has been solved.

**Six Steps for Decision-making**

1. Define your problem.
2. Identify all of the solutions.
3. Consider all of the possible consequences.
4. Consider your own values.
5. Make the decision.
6. Evaluate your decision.

**Note:** If you are working with younger youth, you may need to shorten these steps. For example, you may want to omit or combine some of the information under each step and simplify the language you use.

4 After going through the six steps for decision-making, ask for a participant to share one problem she or he has been trying to solve. Then take this problem and solve it with the whole group, using the six steps. As an alternative, you can use one of the three scenarios below to work through the six decision-making steps:

**Scenario One** — You are a 15-year-old orphaned girl living in a small community. You are keeping your three younger siblings, and you cannot find money for food. You have an older male friend near the market who has been offering to buy you food and give you nice gifts. Recently, he has suggested that you should meet at a local bar. What will you do and why?

**Scenario Two** — You and your boyfriend are in love and plan to get married eventually. You have been abstaining from sex until after you get married, but it is becoming more difficult to wait. Lately, your boyfriend has been suggesting that you have sex now. After all, you are truly committed to each other and are getting married anyway. What will you do and why?

**Scenario Three** — You are a 17-year-old boy in secondary school. You found out recently that one of your close friends is HIV positive. This has caused you to think a lot about HIV/AIDS, especially since your past experiences may have put you at risk of infection. You are afraid to know for sure, but a close friend has suggested that you get an HIV test. What will you do and why?



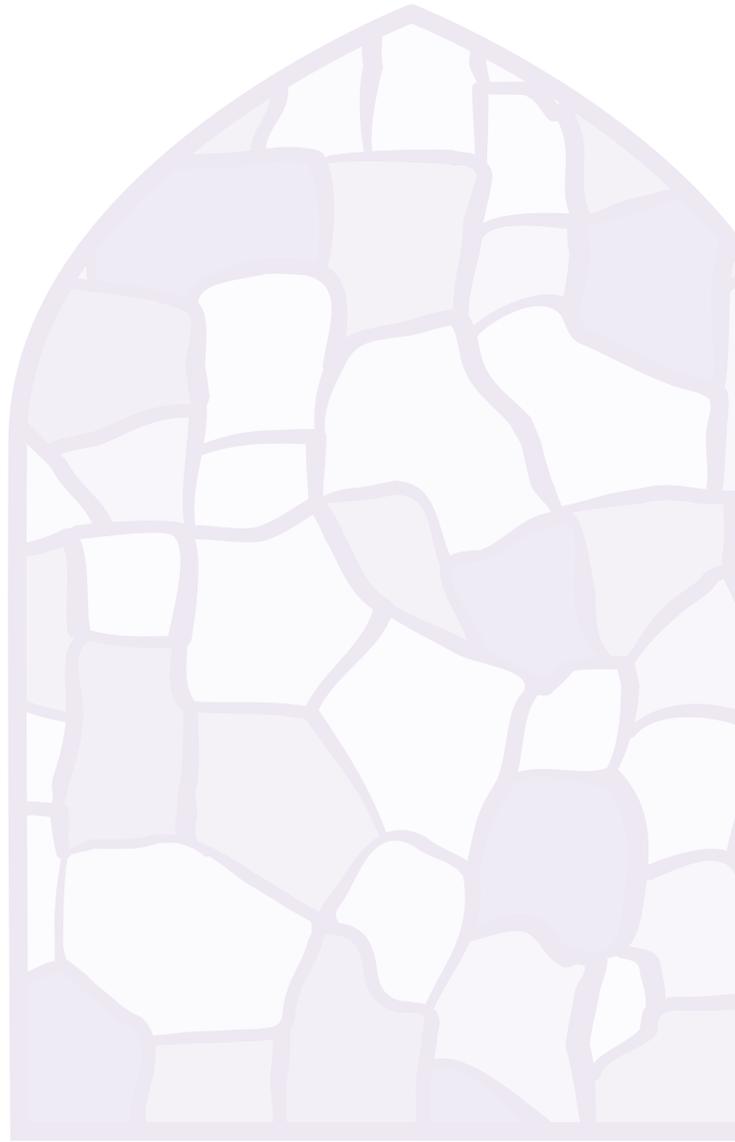
## Step 10. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - It is important to always try to explain things clearly and listen carefully, because it will then be easier to understand others and make wise decisions for ourselves.
  - Verbal communication is done with our mouths and tongues. When someone verbally communicates, they give information, ask a question, negotiate, make a statement, or give instructions.
  - Nonverbal communication is done with the rest of our bodies. It gives meaning to what is said and heard or understood. Nonverbal communication is also called body language.
  - You should always try to communicate in an assertive way. Stand up for your opinion without endangering the rights of the other person — do not be rude or threatening. Being assertive means your approach is direct and clear.
  - Sometimes it is necessary to say no, even to someone you care about. For example, you may have to say no if you are being put in danger, if you are being asked to do something you know is wrong, or if you feel your values are not being respected.

- An effective refusal involves saying the word no in a tone of voice and with body language that shows you mean it, repeating the refusal if necessary, suggesting an alternative, and building the relationship, if appropriate.
  - Delay tactics give people time to think about what they want and to make a responsible and healthy decision.
  - When a person knows how to make good decisions she or he is better able to communicate, be assertive, handle difficult situations, and live a healthy, responsible life.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

### **Step 11. Closing (5 minutes)**

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.





## Session 8. Saying No to Sex



4 hours  
30 mins.

### Purpose of the Session

The purpose of this session is to provide the participants with information on abstinence and to build motivation and skills to help them wait until the right time to have sex.

### Objectives

By the end of the session, participants will be able to:

- Describe three dreams for their future and possible obstacles to achieving them
- Define the meaning of abstinence
- List two physical benefits of abstinence
- List two emotional benefits of abstinence
- List two spiritual benefits of abstinence
- Explain what the Bible teaches about abstinence through stories about Joseph and David
- Identify three mixed messages they receive about sex
- Explain three ways to say no to pressure words about having sex
- Describe the components of an abstinence strategy

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Large ball of string
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip chart for Step 7 (page 89)
- Pieces of paper with pressure words and responses written on them for Step 8 (page 90)
- Copy of role-play for Step 8 (page 91)
- Prepared flip chart for Step 9 (page 92)
- Bible (for reference)

### Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.

- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.



3 Tell the participants that you will begin with two passages from the Bible:

*For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, brotherly kindness; and to brotherly kindness, love. 2 Peter 1:5–7*

*It is God's will that you should be sanctified: that you should avoid sexual immorality.*

1 Thessalonians 4:3

4 Ask the participants what these passages are about and what they intend to teach us. After hearing a few responses, explain that the passages tell us that we should strive to be pure and behave according to our values and beliefs at all times. They tell us that we need to strive to be good, knowledgeable, self-controlled, and loving. The last passage also tells us how important it is to remain pure in our sexual actions. It is God's intention that we abstain from sex until marriage. This will be the focus of Session 8.

5 Open the session with a short song or reflection.

## Step 2. Spider's Web (10 minutes)

1 Ask the participants to sit in a circle. Using a large ball of string, hold the end of the string, then roll it across the ground to someone sitting opposite from you, saying his or her name as you roll it. Keep holding your end tightly.

After rolling it to the participant, ask him or her to hold the string so that it makes a taut line on the ground between the two of you. Then ask him or her to roll the ball back across the circle to someone else saying the new person's name as it rolls.

Everyone who receives the ball of string should hold their part. Eventually, the circle should be made up of many taut, criss-crossing lines of string. When the last participant receives the ball, he or she should roll it back to you, so that you hold the beginning and the end of the string.

**2** Ask the participants to look at how the string connects everyone, like a spider's web. Point out that in order to keep the web firm and supported, we depend on each other. If anyone were to drop the string or walk away from the web, that part of it would collapse. Demonstrate this by asking one of the participants to let go.

Explain that when young people make important decisions, they need love and support from their family, friends, teachers, pastors, and communities. This is especially true when young people experience peer pressure. Tell the participants that the web represents the kind of support they will need when it comes to protecting themselves against unplanned pregnancy, STIs, and HIV/AIDS.

### **Step 3. My Dreams (30 minutes)**

**1** Give each participant a sheet of paper and pen or pencil. Tell them to draw a line that divides the paper in half. Ask them to draw or write in the top half of the paper any dreams they have for the future, such as what they would like to become, what they would like to own one day, where they would like to go, or where they would like to live.

**2** After 10 minutes, ask them to draw or write in the bottom half of the paper any obstacles that could stop their dreams from becoming reality.

**3** After 10 minutes, ask for volunteers to share some of their dreams and obstacles. Be sure that the following obstacles are included in their lists:

- Unplanned pregnancy
- STIs
- HIV/AIDS
- Dropping out of school
- Drinking alcohol
- Using drugs

Explain to the participants that in order to accomplish their dreams, they will need to protect themselves as they grow up. One of the most important ways to do this is to abstain from risky behavior. In the next step, they will learn more about what it means to abstain.

## Step 4. What Is Abstinence? (20 minutes)

1 Ask the participants what abstinence means. Explain to them that abstinence means not doing something or doing without something. Explain to the participants that people abstain from many things, like certain foods, alcohol or drugs, television, and sex. People abstain for a variety of reasons, such as:

- To protect their health
- To adhere to their spiritual or moral values
- To take control of their own life

Tell the participants that abstinence is very important when it relates to dangerous or risky behavior such as smoking, drinking alcohol, using drugs, and having sex before marriage.

2 Explain to the participants that many young people abstain from sex before marriage because there are many benefits for doing so. Ask the participants to list these benefits, dividing them into the following three categories. Be sure to cover the information included below:

### Physical Benefits

- Is 100 percent safe
- Offers 100 percent protection from unplanned pregnancy
- Offers 100 percent protection from STIs, including HIV
- Is free of side effects
- Allows you to wait until you are physically ready to have a baby

### Emotional Benefits

- Makes you a stronger person, because you are able to say no
- Shows that you are emotionally mature
- Prevents feelings of guilt or shame
- Builds your self-esteem and confidence
- Gives an opportunity to develop a deeper friendship and love with someone
- Keeps families united, not divided
- Allows you to wait until you are emotionally ready to have a baby

### Spiritual Benefits

- Shows that you respect God's gift of sex
- Honors your body
- Gives you time to prepare to have sex within marriage
- Respects the sacrament of marriage

## Step 5. The Story of Joseph (30 minutes)

1 Read the following passage from the Bible to the participants:

*And though she spoke to Joseph day after day, he refused to go to bed with her or even be with her. One day he went into the house to attend to his duties, and none of the household servants was inside. She caught him by his cloak and said, "Come to bed with me!" But he left his cloak in her hand and ran out of the house. When she saw that he had left his cloak in her hand and had run out of the house, she called her household servants. "Look," she said to them, "this Hebrew has been brought to us to make sport of us! He came in here to sleep with me, but I screamed. When he heard me scream for help, he left his cloak beside me and ran out of the house." She kept his cloak beside her until his master came home. Then she told him this story: "That Hebrew slave you brought us came to me to make sport of me. But as soon as I screamed for help, he left his cloak beside me and ran out of the house." When his master heard the story his wife told him, saying, "This is how your slave treated me," he burned with anger. Joseph's master took him and put him in prison, the place where the king's prisoners were confined. But while Joseph was there in the prison, the Lord was with him; he showed him kindness and granted him favor in the eyes of the prison warden. So the warden put Joseph in charge of all those held in the prison, and he was made responsible for all that was done there. The warden paid no attention to anything under Joseph's care, because the Lord was with Joseph and gave him success in whatever he did. Genesis 39:10–23*



2 Then, ask the participants the following questions:

- What happened after Joseph fled?
- Do you think that if Joseph had known his master's wife was going to lie about him, he would do the same thing? Why or why not?
- Did following God's ways cost Joseph anything?
- Do you think God would have blessed Joseph if he had slept with his master's wife?
- Does it cost us anything to abstain from sex until marriage?
- What difficulties do young people face when they choose to abstain?

3 Read another section of Genesis to the participants:

*Then Pharaoh said to Joseph, "Since God has made all this known to you, there is no one so discerning and wise as you. You shall be in charge of my palace, and all my people are to submit to your orders. Only with respect to the throne will I be greater than you." So Pharaoh said to Joseph, "I hereby put you in charge of the whole land of Egypt." Then Pharaoh took his signet ring from his finger and put it on Joseph's finger. He dressed him in robes of fine linen and put a gold chain around his neck. He had him ride in a chariot as his second-in-command, and men shouted before him, "Make way!" Thus he put him in charge of the whole land of Egypt. Genesis 41:39–43*



4 Then, ask the participants the following questions:

- What is the result of Joseph's abstinence and faithfulness to God?
- Was Joseph wise for fleeing from temptation and sin?

## Step 6. The Story of David (30 minutes)



1 Read the following passage from the Bible to the participants:

*In the spring, at the time when kings go off to war, David sent Joab out with the king's men and the whole Israelite army. They destroyed the Ammonites and besieged Rabbah. But David remained in Jerusalem. One evening David got up from his bed and walked around on the roof of the palace. From the roof he saw a woman bathing. The woman was very beautiful, and David sent someone to find out about her. The man said, "Isn't this Bathsheba, the daughter of Eliam and the wife of Uriah the Hittite?" Then David sent messengers to get her. She came to him, and he slept with her. (She had purified herself from her uncleanness.) Then she went back home. The woman conceived and sent word to David, saying, "I am pregnant." So David sent this word to Joab: "Send me Uriah the Hittite." And Joab sent him to David. When Uriah came to him, David asked him how Joab was, how the soldiers were and how the war was going. Then David said to Uriah, "Go down to your house and wash your feet." So Uriah left the palace, and a gift from the king was sent after him. But Uriah slept at the entrance to the palace with all his master's servants and did not go down to his house. When David was told, "Uriah did not go home," he asked him, "Haven't you just come from a distance? Why didn't you go home?" Uriah said to David, "The ark and Israel and Judah are staying in tents, and my master Joab and my lord's men are camped in the open fields. How could I go to my house to eat and drink and lie with my wife? As surely as you live, I will not do such a thing!" Then David said to him, "Stay here one more day, and tomorrow I will send you back." So Uriah remained in Jerusalem that day and the next. At David's invitation, he ate and drank with him, and David made him drunk. But in the evening Uriah went out to sleep on his mat among his master's servants; he did not go home. In the morning David wrote a letter to Joab and sent it with Uriah. In it he wrote, "Put Uriah in the front line where the fighting is fiercest. Then withdraw from him so he will be struck down and die." So while Joab had the city under siege, he put Uriah at a place where he knew the strongest defenders were. When the men of the city came out and fought against Joab, some of the men in David's army fell; moreover, Uriah the Hittite died. 2 Samuel 11:1-17*

2 Then, ask the participants the following questions:

- What did David do that was sinful?
- What happened as a result of David's sin?
- What did David do to try to hide from his sin?
- What happened as a result of David having Uriah killed?

3 Discuss the following questions about Joseph and David:

- Is it easy to give into temptation like David?
- Is it better to give into temptation or to wait? Why or why not?
- Do you think it is better to flee from sin like Joseph did? Why or why not?
- Is it worthwhile for young people to wait until marriage to have sex?

Emphasize that even in the most difficult situations, people can still survive and make the right decisions.

## Step 7. A Sea of Mixed Messages (30 minutes)

1 Explain to the participants that they will hear many messages related to sex, and often these message will be mixed. For example, from their parents they may hear, “Wait.” From their friends they may hear, “Go for it.” Tell the participants that they are now going to have a chance to think about all the messages they hear about sex. Give each participant a sheet of paper and pen or pencil. Ask them to complete the following sentences, written on flip chart paper:

### Who Is Saying What about When to Have Sex

My parent says \_\_\_\_\_

My church (pastor) says \_\_\_\_\_

My teacher says \_\_\_\_\_

My girlfriend (boyfriend) says \_\_\_\_\_

TV, radio, and music say \_\_\_\_\_

I SAY \_\_\_\_\_

2 Ask for a few volunteers to share their responses. Emphasize that young people should always try to make responsible and healthy decisions when it comes to sex, and they should listen to people they trust, such as their parents or pastor.

## Step 8. How to Say No and Mean It (75 minutes)

1 Explain to the participants that you want to give them a chance to practice saying no and meaning no if they are in a situation where there is pressure to engage in sexual activity. Divide the participants into male and female groups. Ask each group to answer the following questions:

### Questions for Boys

- What words and actions do girls use to pressure boys to have sex?
- What words and actions do boys use to pressure other boys to have sex with a girl?

### Questions for Girls

- What words and actions do boys use to pressure girls to have sex?
- What words and actions do girls use to pressure other girls to have sex with a boy?

2 After 20 minutes, bring the participants together and ask each group to present their responses to the questions.

3 After discussing the questions, divide the participants into pairs. If the group is comfortable enough with each other, have each pair consist of a boy and a girl. Give each pair a preprepared card or piece of paper with one of the following pressure phrases and possible responses written on it. Ask each pair to role-play a short scenario about their phrase. If there are not enough pairs, ask some pairs to act out two scenarios.

Pressure Phrases	Possible Responses
Everybody is doing it.	Then you should be able to find someone else. I am not everybody — I am unique and special!
You are still a virgin.	Proudly a virgin. I can become like you in a couple of seconds, but you can never be like me again!
Show me you love me.	Show me you love me by waiting for marriage.
How can I be sure you can have a baby?	Will you only love me if I have a baby?
You can't get pregnant the first time.	I've reached puberty. Of course, I can get pregnant.
No one will ever know.	I'll know, and God and you will know.
Don't worry, I will use a condom.	I will never worry. No sex; no worries!
Do I look like I have AIDS?	Do I look like a fool? Everyone knows you can have HIV for years before it becomes AIDS.
We are going to get married anyway.	Then we can wait and make our wedding night wonderful, knowing that we are accountable to the church.
Sex is natural.	So is death! I think I will wait for God's right time for both.
I will find someone else if you won't.	So go looking!
I will show you the wonderful techniques.	With God's blessing for waiting, sex with my spouse will be wonderful.
We can get away with it just this once.	I might get away with it physically, but I can't get away from my emotions or my conscience.

After each role-play, discuss the following questions with the participants:

- Was the response firm and decisive, or did it leave the door open for another attempt?
- How could the response be better and completely clear?

If your participants are older youth, have two *pre-selected* volunteers (a male and female) enact the role-play below.

### Saying No and Meaning It

A 15-year-old girl and a 16-year-old boy have been dating for six months. They are alone at the girl's house after-school.

Boy: We are finally alone. Let me show you how much I like you.

Girl: Look, I don't think this is a good idea.

Boy: (Trying to unbutton her shirt). I've been waiting a long time to be with you. You know that I really care about you.

Girl: (Stands up with authority and steps away). No! Stop unbuttoning my shirt! I don't want to have sex with you yet.

Boy: Come on — don't get all mad. I think that I have been very patient. Why are you waiting?

Girl: Because I am a Christian, I believe it is important to wait to have sex until I am married.

Boy: Well, maybe I should find someone who is ready to have sex.

Girl: Having sex is a big responsibility. We both know people our age who are having babies or have gotten a disease because they had sex before they were really ready.

Boy: That is true. One of my friends just found out his girlfriend is pregnant. He doesn't know what he's going to do.

Girl: See, you know what I mean. Peter, I really care about you, and I want to spend time with you. But, I will not have sex with you. I want to wait. Let's figure out ways to spend time together without having sex. We can still have lots of fun, you know.

Boy: Okay, you are right. Maybe we should wait. Do you still want me to come to your house tomorrow night for dinner.

Girl: Yes, definitely. My parents really like you and want to see you again.

Boy: It is important that we keep talking about what we both want in this relationship.

Girl: Yes, I agree. Thanks for listening and respecting me.

After the role-play, conduct a brief discussion with the participants. Ask the male and female role-players to comment on how they felt in the situation. Ask the other participants to identify what the girl did or did not do that made this an effective refusal.

## Step 9. Having an Abstinence Strategy (30 minutes)

1 Tell the participants that one way to abstain from sex is to have an abstinence strategy. This is something that will help them to determine ahead of time what they want and how they should respond if someone pressures them to have sex. Go over the following steps<sup>1</sup> using the prepared flip chart paper.

Be sure to include the following:

**1. Think about why you want to wait.**

- Make a list of your reasons for abstaining from sex. Talk them over with someone who supports you, such as a parent, teacher, pastor, or friend.
- Check your list from time to time to remind yourself.

**2. Make a plan.**

- Know what situations might make it hard to stick with your choice and avoid them, if possible.
- Decide ahead of time things you can do to avoid sex, such as leaving a place when someone is pressuring you to have sex.

**3. Be proud of yourself.**

- It can be hard to make your own choices instead of following your peers — be proud of yourself for doing so.
- Give yourself credit for making such a good decision.

**4. Notice the pressures.**

- Pay special attention to music, videos, and movies that tell you to have sex. Think about what you are hearing and why the messages are dangerous. Discuss them with your family and friends.

**5. Get support.**

- Spend time with friends who know about and respect your decisions.
- Avoid people who might pressure you.
- If pressured, threaten to tell someone in authority (parent, police, teacher, etc.).

### Abstinence Strategy

1. Think about why you want to wait.
2. Make a plan.
3. Be proud of yourself.
4. Notice the pressures.
5. Get support.
6. Practice communication skills.

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<sup>1</sup>Adapted from: *Abstinence Focus Poster No. R045*, Scotts Valley, CA: ETR Associates, 2002; Grossman L, Kowal D. *Kids, Drugs, and Sex. Preventing Trouble*. Brandon, VT: Clinical Psychology Publishing Company, 1987.

## 6. Practice communication skills.

- Learn to say no emphatically and repeatedly.
- Give a reason, such as:
  - “No, I don’t want to have sex.”
  - “No, I’m not ready to have sex.”
  - “No, I don’t want you to touch me there.”
  - “No, stop trying to unbutton my shirt.”
  - “No, I don’t want to touch you there.”
  - “No, I really mean no.”



## Step 10. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - The Bible teaches us that God wants us to abstain from sex until marriage.
  - When young people make important decisions about sex, they need love and support from their family, friends, teachers, pastors, and communities.
  - Abstinence means staying away from unhealthy and risky behaviors, such as smoking, drinking alcohol, using drugs, and having sex before marriage.
  - There are many physical, emotional, and spiritual benefits to abstaining from sex.
  - Young people should always try to make responsible and healthy decisions when it comes to sex, and they should listen to people they trust, such as their parents or pastor.
  - When saying no to sex, you must be firm, decisive, and clear.
  - Having an abstinence strategy can help you to avoid having sex.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## Step 11. Closing (5 minutes)

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.





# Session 9. Pregnancy Prevention



2 hours

## Purpose of the Session

The purpose of this session is to explain to the participants how pregnancy occurs and to raise their awareness of pregnancy prevention.

### Objectives

By the end of the session, participants will be able to:

- Describe how a woman can get pregnant
- Explain when a woman is able to get pregnant and when a man is able to father a child
- Name at least six types of family planning methods
- Describe which family planning methods are most appropriate for youth

## Materials

- Flip chart stand and paper
- Markers
- Tape
- Samples of family planning methods, if available
- Prepared flip chart for Step 2 (page 96)
- Bible (for reference)

## Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with a passage from the Bible:

*So God created man in his own image, in the image of God he created him; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground."* Genesis 1:27–28

4 Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us how God created us to be male and female and how He gave us the gifts of marriage and sex. It is within marriage that we are given the opportunity to have children. This will be the focus of Session 9.

5 Open the session with a short song or reflection.

## Step 2. How Does a Woman Become Pregnant? (45 minutes)

1 Tell the participants that now that they know about the female and male body and they know what sexual intercourse is, they are going to talk about how a woman becomes pregnant. Ask the participants to volunteer common stories of how babies are made. Common ones include:

- Babies drop from heaven.
- Babies come from the airplane.
- Babies come out of the nurse's or doctor's bag.

Next, ask the participants to stand. Tell them that they are going to demonstrate the real way in which a baby is conceived, using their hands as props. Demonstrate the process first, then have participants:

1. Hold up their right hand and wave it back and forward like a worm, to represent the sperm.
2. Hold up their left hand like a fist, to represent the egg.
3. Read aloud the adjacent sentence, written on flip chart paper, and make the indicated motions as they read.

*I was conceived when my parents had sexual intercourse and the sperm from my father (wave the right hand like a worm or sperm) and the egg from my mother (fist the left hand) came together (join your hands) and created me.*

Have the participants repeat this a few times — make it fun. Draw an egg and sperm on the flip chart paper.

**2** Emphasize for the participants that there are three things that must happen for a pregnancy to occur: 1) an egg must be present in one of the woman's fallopian tubes; 2) sperm from the male must join the egg to fertilize it; and 3) the fertilized egg must attach itself to the lining of the woman's uterus. Point out that everyone in the room was conceived through the act of sexual intercourse.

**3** End the activity by asking the participants if they have any questions or concerns related to pregnancy. If not mentioned, be sure to include the questions and answers below:

**When is a woman able to become pregnant?**

A woman can become pregnant when she is fertile. A woman is fertile only on certain days of each menstrual cycle, from her first menstruation until menopause.

**When is a man able to make a woman pregnant?**

After puberty, a man is fertile every day and has the ability to father a child for the rest of his life.

**Why are there some women who cannot become pregnant?**

Infertility (not being able to become pregnant) may be caused by hormonal problems in the man, woman, or both; blocked fallopian tubes; low sperm count in the man; or older age. Sometimes doctors cannot determine the cause of infertility.

**Can a girl become pregnant during her period?**

Yes, it is possible although not common. It depends on the length of her menstrual cycle; how many days her period lasts; and when she has sexual intercourse, because the sperm can stay alive up to five days in the body.

**Can a girl become pregnant before she has her first period?**

Before a girl's first period, her ovaries release the first egg during ovulation. She can become pregnant if she has intercourse around the time of her first ovulation, before she has her first menstrual period.

**From what age can a girl become pregnant?**

When a girl starts having menstrual periods, it means that her reproductive organs have begun working and that she can become pregnant if she has sexual intercourse. It does not mean she is ready to have a baby, only that she is physically capable of becoming pregnant.

**Can a girl become pregnant even if she does not have sexual intercourse?**

There is no evidence to prove that if a boy's penis is near a girl's vagina and he ejaculates that she will become pregnant. However, if there is contact between a boy's penis and a girl's outer genitalia, it is possible to transmit an STI.

**Can a man make a woman pregnant if he removes his penis from her vagina before he ejaculates?**

Yes. Sometimes even before he ejaculates, a tiny bit of fluid, called pre-ejaculate, comes out of the penis. The pre-ejaculate contains sperm.

### Step 3. What Is Family Planning? (60 minutes)

1 Explain to the participants that sometimes a couple chooses not to have children or to limit the size of their families. In order to do this, when a man and woman want to have sexual intercourse without having a child, they can use a family planning method (also called contraceptives) to prevent preg-

**Note:** If you are uncomfortable presenting the contraceptive methods, invite a guest speaker from a local health clinic to facilitate this particular session. If possible, have samples of the methods to show the participants.

nancy. There are many types of family planning methods; a couple's choice is based on physical and emotional reasons. A couple can also avoid pregnancy by abstaining from sex during the woman's fertile time, if they know when she is fertile.

When a couple is using a family planning method correctly, this means they are "protected." Unprotected sexual intercourse means sex without any family planning method or contraception.

Family planning methods are outlined below.

**Abstinence** — Abstinence is the total avoidance of sexual intercourse between partners. It is the safest and most effective way to prevent pregnancy and STIs.

**Male Condoms** — The male condom is a soft, thin sheath closed at one end like the finger of a glove, so that when a man puts it over his penis, it stops the sperm from entering a woman's vagina.

**Female Condoms** — The female condom is a soft, thin sheath that fits inside the vagina and covers a woman's external genitalia, preventing sperm from entering the woman's vagina.

**Diaphragms** — The diaphragm is a shallow, dome-shaped cup with a flexible rim. It fits into the vagina and over the cervix, keeping the sperm from joining the egg. It is most effective when used with spermicidal cream, jelly, or foam.

**Spermicides** — Spermicides are chemical agents inserted into the vagina that keep sperm from traveling up into the cervix.

**Oral Contraceptives** — Oral contraceptives (sometimes called birth control pills or the pill) contain hormones that stop the release of an egg from a woman's ovary every month. They do not stop periods. A woman must take a pill daily and take all of the pills in each pack to be fully protected.

**Injectable Hormonal Contraceptives (Injectables)** — Injectables work the same as the pill. However, a woman receives a shot every eight or twelve weeks (depending on the type of injectable used) instead of taking a daily pill. Common names for these contraceptives are DMPA, Depo-Provera, and NET-EN.

**Implants** — This method consists of flexible tubes or rods containing hormones that are implanted under the skin in the upper arm of a woman. The hormones are released from the tubes and prevent the release of an egg from a woman's ovary every month.

**Intrauterine Devices (IUDs) or Intrauterine Copper Devices (IUCDs)** — IUDs (sometimes called coils or spirals) are small plastic or metal devices of varying shapes and sizes that are placed in the uterus to prevent pregnancy.

**Natural Family Planning and Fertility Awareness Methods** — These are methods in which couples plan sexual intercourse to avoid the woman's fertile days. Couples watch for signs of ovulation — such as an increase in the woman's body temperature or amount of secretions — and then avoid sexual intercourse on days when fertilization is possible.

**Male Sterilization (Vasectomy)** — This is a surgical operation performed on a man. A small portion of each sperm duct is cut so that the sperm, which are produced in the testicles, can no longer be transported to the seminal vesicles. Therefore, the ejaculate of a man who has been sterilized does not contain any sperm.

**Female Sterilization (Tubal Ligation)** — This is a surgical operation performed on a woman in which the fallopian tubes are tied and cut, thus blocking the egg from traveling to the uterus to meet sperm.

**Emergency Contraceptive Pills (ECPs)** — Often called the morning-after pill or post-coital contraception, ECPs can reduce the risk of pregnancy after unprotected sexual intercourse. They work by using increased doses of certain oral contraceptives pills within 72 hours after sexual intercourse. The sooner ECPs are taken after unprotected sexual intercourse, the greater their effectiveness.

**2** Explain to the participants that all family planning methods are safe for youth in that none have medical restrictions. However, some are more appropriate than others for young people. Appropriate contraceptive methods for youth are ones that are easy to use, effective, and not permanent (in case a woman decides to become pregnant at a later time).

## Examples of Family Planning Methods



**Male condom**



**Female condom**



**Diaphragm**



**Oral contraceptives**



**Injectable**



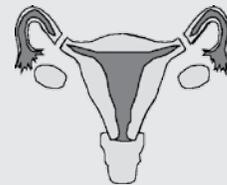
**Implants**



**IUD**



**Male sterilization**



**Female sterilization**

Emphasize to the participants that when a young couple is deciding on a family planning method other than condoms, they should consult a health care provider (nurse or doctor) to guide them through the process and make sure they understand completely the side effects and dosage, as prescribed.

**3** End this activity by telling the participants that there are several ways to protect oneself against *both* pregnancy and STIs/HIV — this is called dual protection. Dual protection can include:

- Abstinence
- Use of a condom alone
- Use of a condom and another contraceptive
- Use of a condom and ECPs in case a condom slips, breaks, or is not used consistently



## Step 4. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - There are three things that must happen for a pregnancy to occur: 1) an egg must be present in one of the woman's fallopian tubes; 2) sperm from the male must join the egg to fertilize it; and 3) the fertilized egg must attach itself to the lining of the woman's uterus.
  - A young girl can become pregnant if she has intercourse around the time of her first ovulation, before she has her first menstrual period. After that, she is able to become pregnant for a few days each month until menopause.
  - After puberty, a man is fertile every day and has the ability to father a child for the rest of his life.
  - When a man and woman want to have sexual intercourse without having a child, they can use a family planning method to prevent pregnancy. There are many types of family planning methods. These include: abstinence, male condoms, female condoms, diaphragms, spermicides, oral contraceptives, injectables, implants, IUDs, natural family planning and fertility awareness methods, male sterilization, female sterilization, and ECPs.
  - All family planning methods are safe for youth, but some are more appropriate than others for young people. Appropriate contraceptive methods for youth are ones that are easy to use, effective, and not permanent.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## Step 5. Closing (5 minutes)

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.





## Session 10. Sexually Transmitted



7 hours  
15 mins.

# Infections and HIV/AIDS

### Purpose of the Session

The purpose of this session is to raise awareness among the participants about STIs and HIV/AIDS and equip them with knowledge and skills to avoid high-risk behaviors.

**Note:** Because this session is nearly twice as long as any other, it is highly recommended that it be broken into two separate sessions to allow for optimal participation and understanding.

### Objectives

By the end of the session, participants will be able to:

- Define the term STI
- Explain the common signs and symptoms of STIs
- Describe the ways to protect against STIs
- Describe the difference between HIV and AIDS
- List the four types of body fluids where HIV lives
- Describe three primary ways HIV is transmitted
- Identify three ways of preventing HIV
- List the three ways HIV is transmitted from mother to child
- List three ways to prevent mother-to-child transmission
- Define voluntary counseling and testing
- List five ways an HIV-positive person can live positively
- Describe antiretroviral therapy and antiretrovirals
- Explain two ways to reduce stigma and discrimination toward people living with HIV/AIDS
- Define home-based care
- List five benefits of home-based care

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Blank sheets of writing paper
- Pens or pencils
- Prepared flip charts for Step 2 (pages 104–105)
- Prepared flip chart for Step 3 (page 107)
- Index cards for the Virus Game in Step 4 (page 109)
- Stapler
- Three signs with titles: “Fact,” “Myth,” and “Not Sure” for Step 5
- Bible (for reference)

## Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with a passage from the Bible:

*My commandment is this: love one another, just as I love you. The greatest love a person can have for his friends is to give his life for them. John 15:12–13*

4 Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us how important it is to accept and love each other regardless of the circumstances. In this time of HIV/AIDS, it is especially important to remember this commandment from God and to look for ways to protect ourselves from STIs, including HIV. It also tells us how important it is to care for and accept those who have been infected with the virus. This will be the focus of Session 10.

5 Open the session with a short song or reflection.

## Step 2. The Basics of STIs (60 minutes)

1 Explain to the participants that in this activity, they will learn about STIs, HIV/AIDS, and related information. Begin the step by asking the participants if they know what an STI is. Share the adjacent information, written on flip chart paper.

### What is an STI?

S = Sexually

T = Transmitted

I = Infection

STIs are infectious diseases passed from one person to another through sexual contact. There are three different kinds of STIs: bacterial (caused by a bacteria); viral (caused by a virus); and protozoan (caused by a protozoa). Bacterial and protozoan STIs can be treated and cured with medicine. Viral STIs cannot be cured, although medicine helps to alleviate the symptoms.

**Note:** It is not necessary to give the following information to the participants, as it may be too detailed. However, if the participants ask for names of STIs, the box below includes this information.

Bacterial STIs	Viral STIs	Protozoan STI
Syphilis	Genital herpes	Trichomoniasis
Gonorrhea	Human papilloma virus (HPV)	
Chancroid	Hepatitis B	
Chlamydia	HIV	

**2** Explain to the participants that they are now going to play a game about STIs. Give each participant a sheet of paper and pen or pencil. Ask them to write the numbers one through six vertically on the paper. Inform the participants that they are going to take a short STI Quiz. Read the following six questions from the prepared flip chart. After each question, allow time for the participants to write down their answers.

1. True or False: STIs are not a problem for young people.
2. True or False: STIs can lead to serious health problems, especially if left untreated.
3. True or False: It is easy for young people to know if they have an STI, because they will experience uncomfortable symptoms.
4. True or False: Having an STI puts people at greater risk for contracting HIV.
5. What is the best way for young people to protect themselves against STIs?
6. What should young people do if they think they may have an STI?

After completing the quiz, review each question, asking for volunteers to share their answers. Use the following information to explain the correct answer:

**1. True or False: STIs are not a problem for young people.**

False. STIs are a serious health problem for young people globally. It is estimated that one in four sexually active youth between the ages of 13 and 19 is infected with an STI each year. HIV is spreading at a faster rate among youth under 24 than any other age group.

**2. True or False: STIs can lead to serious health problems, especially if left untreated.**

True. Many STIs, if left untreated, can cause serious reproductive health problems for men and women. Some lead to sterility in men and infertility in women (the inability to have children) or death, such as syphilis or HIV.

**3. True or False: It is easy for young people to know if they have an STI, because they will experience uncomfortable symptoms.**

False. Only some STIs show symptoms. There are often no symptoms at all (chlamydia), or it may take years before symptoms appear (HIV).

Explain to the participants that it is not necessary to know the name of every STI. Doctors and nurses with tests and expertise know this information. However, they should be familiar with general signs and symptoms so they know when to seek treatment and care for a possible STI.

**Signs of STIs in men include:**

- A wound, sore, ulcer, rash, or blister on or around the penis
- A discharge, like pus, from the penis
- Pain or a burning feeling when passing urine
- Pain during sexual intercourse
- Pain and swelling of the testicles
- Abnormal swelling or growths in the genital area

**Signs of STIs in women include:**

- A discharge from the vagina that is thick, itchy, or has an unusual smell or color
- Pain in the lower abdomen
- Pain or a burning feeling when passing urine
- Pain during sexual intercourse
- Abnormal, irregular bleeding from the vagina
- Itching in the genital area
- Abnormal swelling or growths in the genital area
- Sores around the genital area

Remind the participants that some people may not experience any symptoms if they are infected with an STI.

**4. True or False: Having an STI puts people at greater risk for contracting HIV.**

True. Having an STI does put people at greater risk for HIV. If a person has an STI, it means they are having unprotected sex with a partner who is having unprotected sex with other partners. This is a main route of HIV transmission. Some STIs cause sores around the genital, oral, and anal areas. Open sores make it easier for HIV to enter the body.

**5. What is the best way for young people to protect themselves against STIs?**

For young people, the best protection against an STI is to abstain from sex.

For young people who are sexually active, the best choice is to use condoms correctly *every time* they have sex.

### 6. What should young people do if they think they have an STI?

Young people who think they have an STI should go to a clinic or see a doctor. Many STIs (syphilis, gonorrhea, chancroid, chlamydia, and trichomoniasis) can be cured with no permanent damage, if they are treated quickly and properly.

**3** Close the activity by telling the participants that the Bible gives clear instructions on how married and unmarried men and women should act. Young people should abstain from sex before marriage and be faithful after marriage. However, if young people have sex for whatever reason, they should use condoms to reduce the risk of STIs/HIV and unintended pregnancy. Remind the participants that young people who show symptoms of an STI, or have had unprotected sex and may be at risk of STIs, should visit a clinic for testing and treatment. STIs can put young people at greater risk for HIV transmission and infertility or sterility later in life.

Share with participants that in the next step, they will have an opportunity to learn more about HIV/AIDS transmission and prevention.

## Step 3. Understanding HIV/AIDS (40 minutes)

**1** Ask the participants if they know what HIV and AIDS are. Share the following information, written on flip chart paper:

### What is HIV?

- H = Human (only found in humans)
- I = Immunodeficiency (weakens the immune system)
- V = Virus (a type of germ)

### What is AIDS?

- A = Acquired (to get something that you are not born with)
- I = Immuno- (the body's defense system, which provides protection from disease)
- D = Deficiency (a defect or weakness, lack of or not enough of something)
- S = Syndrome (a group of signs and symptoms in a disease)

Be sure to explain the difference between HIV and AIDS to the participants, as many people tend to confuse the two. HIV and AIDS are not the same. HIV is the virus; AIDS occurs as a result of becoming infected with HIV. AIDS is a collection of diseases that results from a weakened immune system. A person can have HIV for a long time before developing AIDS.

HIV lives in four types of body fluids:

- Blood
- Semen (fluid that a man ejaculates when sexually excited)
- Vaginal fluids (fluid that a woman releases when sexually excited)
- Breastmilk

These body fluids make it possible to spread the virus from person to person. All of these fluids have white blood cells, which are the types of cells which HIV attacks or infects. For a person to be infected with HIV, the virus must enter the body. If any of these four fluids come in contact with the body, a person is at risk of HIV infection.

Below are some examples of where the virus can enter the body.

- Lining of the vagina
- Thin skin on the penis
- Lining of the rectum (anus)
- Veins
- Cuts, wounds, or open sores on the skin

2 Ask the participants what behaviors might allow these four fluids to enter the body and, therefore, put a person at risk for HIV? Write responses on flip chart paper. Be sure to cover the points below:

#### **Unprotected sexual intercourse**

- Vaginal, anal, or oral intercourse

#### **Blood-to-blood contact**

- Blood transfusions (in places where blood is not tested and infected blood can be donated)
- Traditional scarring (through sharing nonsterilized razors and other instruments)
- Circumcision (through sharing nonsterilized razors and other instruments)
- Intravenous drug use (through sharing needles)

#### **Mother-to-child transmission**

- While the mother is pregnant with the child
- During childbirth
- While breastfeeding

### **Step 4. How Fast Can HIV Spread? (45 minutes)**

1 Explain to the participants that they are now going to play a game that will help them to better understand how HIV is transmitted. The purpose of this activity is to raise awareness about how fast HIV can spread within a community and to understand the risk of HIV infection. Urge them to listen carefully to the rules of the game.



## The Virus Game

For this activity, tell the participants that they live in a community where there is a fatal disease called the “Virus Z” disease. The only one way to become infected with Virus Z is by shaking hands with someone who is already infected with the virus. The virus cannot be spread any other way.

**Note:** Prepare the index cards before the game begins. There should be enough cards for all of the participants, minus three. All except three of the index cards should remain blank. For these three cards, one should be marked with a Z and two should have the word glove written on them. Fold all of the cards and staple them shut.

Give all but three participants a sealed index card and pen or pencil. Ask the participants to *wait* before opening their cards — the card contains information they will need later in the game. Be sure the cards with Z and glove on them are distributed.

Tell the participants to move freely about the room, greet people, and shake hands with five different people. After shaking hands with someone, the participant should write that person’s name on the outside of their card. Once participants have five names on their cards, they should sit down. The three participants who do not receive a card can move about and greet people, but they should *not* shake hands with anyone or have their names written on any cards.

After about 10 minutes, when all of the participants have finished and sat down, ask them to open their cards. Ask the person with the Z card to please stand up. This person has been carrying Virus Z.

Then, ask everyone who shook hands with the person holding the Z card to please stand up. These people may have been infected with Virus Z.

Tell the participants that anyone now standing who has a glove card can sit down. People with a glove card were protected from Virus Z — the virus cannot pass through a glove.

Now, ask everyone who shook hands with anyone who is still standing to please stand. These people may have been infected with Virus Z. Once again, anyone standing who has a glove card can sit down.

Point out that those participants who did not get a card and did not shake hands with anyone are completely safe from Virus Z because they abstained from shaking hands with anyone.

Ask the group to look at how many people are standing who might be infected with Virus Z. Explain to the participants that this illustrates how quickly a virus, such as HIV, can spread from just one person.

2 Ask the participants the following questions and be sure to cover the possible answers listed:

**How is Virus Z similar to HIV?**

- In this game, handshaking mimics engaging in unprotected sexual intercourse or sharing intravenous drug needles or syringes.
- Only specific behaviors transmit the disease.
- If you abstain from certain behaviors, you will not get the disease.

**How is Virus Z different from HIV?**

- HIV is not spread through casual, day-to-day contact, such as shaking hands.

**What would be responsible behavior during the Virus Z crisis?**

- People could wear gloves every time they shake hands.
- People could decide not to shake hands but to use other safe ways to greet each other.
- People could take care of others with the disease.
- Money could be allocated for researching a cure for Virus Z.

Explain to the participants that in the Virus Game there was only one way Virus Z could be transmitted — by shaking hands. However, HIV can be transmitted by several types of behaviors, specifically by having unprotected sex, sharing intravenous drug needles or syringes, and during pregnancy, childbirth, and breastfeeding.

Conclude the game by emphasizing that the participants can protect themselves from HIV infection by:

- Abstaining from sexual intercourse
- Being faithful to a partner who is also free of HIV infection
- Using a condom during sexual intercourse
- Refusing to use intravenous drugs

## **Step 5. Fact versus Myth (30 minutes)**

1 Explain to the participants that they will now have an opportunity to test their knowledge about HIV/AIDS. Tell them that you will read several statements out loud. After reading the first statement, each participant should decide whether they think the statement is a fact or a myth or if they are unsure about it. Once they decide, each participant should stand under the sign on the wall that matches their position. For example, if someone believes the statement is true, they should stand under the sign labeled Fact; if someone believes the statement is false, they should stand under the sign labeled Myth; if someone is not sure about the statement, they should stand under the sign labeled Not Sure. All participants are entitled to their own opinions.

After you read a statement and the participants have moved, ask for a few volunteers to explain why they chose their position. Repeat this process with nine more statements. Make sure you hear different points of view. Remember that dispelling myths and providing correct information is the most important part of this activity.

Below is a list of statements that may be used for this exercise. Choose 10 statements that are appropriate for your participants. You may also adapt this list by adding statements appropriate to your setting.

<b>Statement</b>	<b>Fact</b>	<b>Myth</b>
AIDS is caused by a virus called HIV.	X	
If you hug someone with AIDS, you can get HIV.		X
Only gay (homosexual) people get HIV.		X
Any person who has unprotected sexual intercourse could become infected with HIV.	X	
AIDS can be cured.		X
HIV is not transmitted by hugging, sharing foods, and sharing clothes.	X	
If a pregnant woman is HIV positive, there is a chance it might be passed to her unborn baby.	X	
HIV-infected people will never die if they take special drugs.		X
Having AIDS makes you more likely to get other diseases.	X	
You can tell when people are infected with HIV because they look unhealthy.		X
Condoms are 100 percent effective against the transmission of HIV.		X
You increase your chance of getting HIV if you have sex with many people.	X	
HIV is mainly present in semen, blood, vaginal fluids, and breastmilk.	X	
You can catch HIV from a toilet seat.		X
An HIV-infected mother can infect her child through breastmilk.	X	
Contraceptive pills can prevent HIV transmission.		X
Abstinence is 100 percent safe.	X	
You can get HIV from kissing.		X
You can get HIV by sharing a needle with someone who is infected.	X	
People who have HIV/AIDS should have the same rights as those without the disease.	X	

2 Close this activity by emphasizing to the participants that there is no cure for HIV. And while there is treatment and medicine that can help people with HIV live longer, this medicine is not yet available in many parts of the world.

## Step 6. The ABCs of Prevention (45 minutes)

1 Explain to the participants that some countries have been successful in reducing HIV infection in their countries, including among youth. Research has repeatedly shown that young people need simple and clear messages in order to prevent the transmission of HIV. For example, in some countries, they educate people using the “ABC” approach. Ask participants if anyone knows what each letter in ABC means.

Explain that the ABC message is short and gives young people three choices, depending on their needs:

### A = Abstain

This means a young person chooses not to have any kind of sex that could expose him or her to HIV (including vaginal, oral, or anal sex). Abstinence includes delaying first sexual intercourse, as well as abstaining from sex temporarily or permanently after a person has already had sexual intercourse. Abstinence is the first choice every young person should make.

### B = Be Faithful

Faithfulness in the context of HIV/AIDS means that two partners only have sex with each other. Faithfulness can also include reducing the number of partners, if a woman or man is having sexual intercourse with multiple partners. It is the best option for young married couples or young couples in a long-term, serious relationship who have been tested and know that they are *both* uninfected. To find out their status, couples must get tested for HIV at a local hospital or clinic.

### C = Use a Condom

For youth already engaging in sex, condoms may be the only means of protection from disease. If an individual plans to have sex with an untested partner, outside of or before marriage, condoms should be used every time to minimize the potential harmful consequences.

2 Divide the participants into three groups. Ask each group to answer the following questions about one of the ABCs.

#### Group 1 = Abstain

- What are some reasons a young person chooses to abstain?
- What are the benefits of abstinence?
- What are the challenges of abstinence?

### Group 2 = Be Faithful

- What are some reasons why a young couple remains faithful to each other?
- What are the benefits of faithfulness?
- What are the challenges of faithfulness?

### Group 3 = Use a Condom

- What are some reasons a young person chooses to use a condom?
- What are the benefits of condoms?
- What are the challenges of condoms?

3 After 20 minutes, bring the participants back together, and ask for a volunteer from each group to share their findings.

## Step 7. More about Mother-to-Child Transmission (30 minutes)

1 Explain to the participants that you want to spend some time talking about the transmission of HIV from mother to child. In Africa, the rates of mother-to-child transmission are extremely high and continue to rise. With the provision of simple, low-cost drug interventions, transmission rates can be reduced as much as 50 percent, saving tens of thousands of newborns from HIV infection. Preventing HIV infection in the first place or preventing pregnancy if a woman is already HIV positive are even more effective in preventing mother-to-child transmission and cost less.

2 Explain to the participants how HIV can be transmitted from mother to child. Because HIV can be transmitted through blood, semen, vaginal fluids, and breastmilk, an HIV-positive pregnant woman can pass the virus to her child at three different stages:

- **During pregnancy** — Because some blood is shared between mother and child, it is possible for the baby to contract HIV.
- **During childbirth (delivery)** — During childbirth, the baby's mucosa (eyes, nose, mouth, etc.) come in contact with the mother's blood and there is a risk of the virus entering the baby's body.
- **While breastfeeding** — HIV can be transmitted through breastmilk in the baby's gastrointestinal tract.

3 The steps that can be taken by a woman for prevention of mother-to-child transmission (PMTCT) include the following:

- **Get an HIV test** — It is very important for a pregnant woman to be tested for HIV so that she can be counseled on how to prevent mother-to-child transmission.
- **Prevent pregnancy if she is HIV positive** — If a woman is HIV positive and she does not wish to have a child, pregnancy can be prevented by using a family planning or contraceptive method.



- **Keep her immune system strong** — A strong and healthy body is less likely to pass HIV to the unborn child.
- **Take antiretrovirals** — Antiretrovirals (such as nevirapine) can greatly reduce the risk of mother-to-child transmission.
- **Follow an exclusive breastfeeding regimen or use replacement feeding** — New mothers who are HIV positive should be counseled in choosing the best feeding option. In resource-poor settings, few mothers can afford infant formula. Thus, an HIV-positive mother should be encouraged to exclusively breastfeed her child for six months (no water, juice, porridge, or other food products) unless she is guaranteed to have a continuous supply of formula and clean water.

## Step 8. Getting Tested and Treated for HIV (60 minutes)

1 Explain to the participants that you want to talk about HIV counseling and testing because it is very important for people to know their HIV status. Ask the participants if they have ever heard about counseling and testing. If yes, ask them what they have heard or what they know. Cover the following points with the participants, if they are not mentioned by the participants:

- V = **Voluntary** (to go for counseling and testing freely, without force or pressure; it is your choice to get tested)
- C = **Counseling** (done by a trained professional who helps a person make an informed decision regarding the test for HIV and prepares the person to receive the results)
- T = **Testing** (a process that requires taking a blood sample, usually from the arm, to determine a person's HIV status; the test looks for antibodies to HIV, not the virus itself)

2 Ask the participants why a person should get tested for HIV? Write their responses on flip chart paper. Be sure to include the following information:

- Knowing your status is the first step to prevention — many people do not know their status and could infect their partners.
- Knowing your status is essential for planning your life. If you are HIV positive, you should immediately begin to live a healthy lifestyle to extend how long you live and for early detection and treatment of other opportunistic diseases.
- HIV-positive people are at risk of reinfection if they are exposed again to the virus by having unprotected sex with infected partners.
- Testing is an important step for partners who want to get married or are planning to have children.

Explain to the participants that many people are fearful about being tested for HIV. This is understandable, because we fear we might be HIV positive, and being HIV positive will change our lives and that of our family and friends. But, when we go for counseling and testing, professional counselors will help us to cope with the testing procedures and the results. They will give us

information about HIV/AIDS and methods of prevention both before (pre-) and after (post-) a person gets tested. Tell the participants what the difference between pre-test and post-test counseling is:

**Pre-test counseling** = Helps a person to determine whether testing is the best decision and how to prepare for test results

**Post-test counseling** = Informs a person of the test results and helps with future life choices and decisions based on those results

**3** Tell the participants that there are some other important things to know about HIV counseling and testing. These include the following:

- All HIV test results should be confidential.
- When a person knows his or her status, it can help in planning the future, making informed choices, and taking the necessary steps to live a longer, healthier life. For example, it can help one make choices about sexual relationships, marriage, and having children.
- Counseling and testing can also be an opportunity for HIV-positive persons to receive additional medical support that helps to increase their quality of life and to prolong life. This kind of support includes: 1) drugs to prevent mother-to-child-transmission; 2) treatment for opportunistic infections; 3) contraception to prevent pregnancy; and 4) when medically indicated, introduction of antiretroviral therapy.
- Counseling and testing also provides an opportunity to refer HIV-positive people for psychological support. With this kind of support, individuals can become more comfortable discussing their HIV status, which can reduce stigma, fear, and anxiety about HIV/AIDS.

**Note:** If you know places where young people can go for HIV counseling and testing, be sure to find time during the session to share this information with the participants. You can write the contact information on flip chart paper, ask each participant to write it down, or provide a handout.

**4** Tell the participants that if someone is HIV positive, it does not mean that their life has come to an end. Many people live for years after testing positive. Living positively is about hope and living with the virus, not about dying from it. It means doing everything possible, both mentally and physically, to help the immune system cope with HIV (or any other illnesses) in order to live as well and as long as possible.

Living positively works. People with HIV who take care of themselves and have a positive outlook on life can live much longer than other people with the virus — even without expensive medicines or other treatments. There are a number of steps to follow for living positively:

1. Make plans for your life — Do not give up on things you enjoy; do not cancel your dreams; keep working and stay active.
2. Find people to talk to for emotional support — Tell those who matter to you that you have the virus. This may be difficult, but you need the love and support of those around you.

3. Avoid tobacco, drugs, alcohol, and other harmful substances — These can weaken the immune system.
4. Continue your daily hygiene — Brush your hair, wash your body, brush your teeth, and change your clothes and bedding regularly. A person who looks neat and smells clean feels good and is more likely to want to socialize and keep contacts with family and friends.
5. Exercise regularly — Exercise will keep you strong, help your blood to circulate, and provide your body with a good supply of oxygen.
6. Get enough rest — Always try to get a good night's rest. Naps are also good if you are feeling tired or weak.
7. Avoid other infections — People with HIV are vulnerable to other infections, so stay away from people who are sick (with a cold, upset stomach, cough, flu, etc.). Try to consume clean food and water, abstain from sex, and avoid reinfection.
8. Monitor your general health — Visit a health facility regularly for check-ups and early treatment of possible coinfections and other health problems.
9. Seek spiritual and other counseling — This does not necessarily mean with a religious leader or counselor. Sometimes, just having a good friend to talk to or laugh with can be uplifting. Avoid those who make you feel bad about yourself.
10. Devise a healthy eating plan — Eat a variety of foods in order to have enough vitamins, minerals, and other nutrients that are needed by your body. Try to eat at least three meals a day. Drink plenty of liquids, such as clean water, if possible.

**5** Another important way for people living with HIV/AIDS to live for a longer period of time is to take antiretroviral (ARV) drugs. While there is no cure for HIV/AIDS, ARVs decrease the amount of virus in the blood. Research has shown that ARVs can prolong and improve the quality of life for those infected with HIV. Below are some important things to know about ARVs:

- ARVs help the body strengthen its immune system and fight off other infections.
- ARVs should not be started until a person has AIDS (this needs to be determined by a competent medical professional).
- Once started, ARVs generally must be taken for the rest of a person's life.
- ARVs can cause unpleasant side effects, e.g., nausea, anemia, rashes, headaches.
- ARVs are taken in combination — usually three different ARVs are taken every day. It is absolutely essential for a person to take every dose of every pill every day exactly as prescribed by a doctor. If a person does not take all of the right ARVs every day at the right times, the therapy will not work effectively.

## Step 9. The Stigmatized and Stigmatizer (45 minutes)

1 Ask the participants to sit alone quietly at a distance from the other participants. Then, tell the participants that you want them to think of a time in their lives when they felt isolated or rejected for seeming to be different from others. Explain that this does not need to be examples of HIV-related stigma — it can be any form of isolation or rejection. After a few moments, ask the participants to turn to a partner and answer the following questions about their experience as someone who was stigmatized:

- What happened?
- How did it feel to be treated in this way?
- What was the impact of this experience on you?

2 After about five minutes, ask for a few volunteers to share their stories.

Then ask two or three pairs to role-play their stories. Acting out these scenarios will help the stories to come alive and will show thoughts and feelings, e.g., the pain of being rejected, isolated, or condemned. At the end of each role-play, ask the participants: How did it feel to be stigmatized?

3 Now, ask the participants to return quietly to the places where they were sitting alone. Give each participant a sheet of paper and pen or pencil. Tell the participants that you want them to think of a time in their lives when they rejected or isolated another person or group for being different. After a few moments, ask the participants to think about the following questions (they should not write down their answers yet):

- What happened?
- How did it feel to treat someone this way?
- What was your attitude toward this person or group?
- How did you behave?

After a few moments, ask the participants to write down any thoughts, feelings, or words that they associate with stigma and discrimination. Ask each participant to share her or his answers to the above. Be sure to record their responses on flip chart paper.

4 End the activity by explaining to the participants that everybody has felt ostracized or treated like a minority at some point in their lives. Explain to the participants that these thoughts, feelings, and words are similar to what HIV-positive people may experience in their families and communities after disclosing their HIV status.

Many people living with HIV/AIDS are rejected by their families, friends, and communities or experience other types of stigma and discrimination. Some infected people are left to find their own ways — some become frustrated and engage in self-destructive behavior, including violence, and others may become so sad and distraught that they commit suicide. Rejection and poor treatment



by others can negatively affect a person infected with HIV, as well as their families. In the next activity, the participants will learn what it feels like to be discriminated against and how to address stigma and discrimination in their communities.

## Step 10. Living with HIV/AIDS in Your Community (75 minutes)

**1** Ask all of the participants to form a big circle. Then, ask for five or six of the participants to volunteer to stand in the middle of the circle (these five or six should constitute a minority and be *volunteers*).

Tell those in the outer circle that they represent the village/town/community. They are babies, school children, teenagers, young women, young men, grandparents, government officials, market women, store owners, religious leaders, nurses, unemployed people, drivers, etc.

Tell those five or six people standing in the middle of the circle that they represent people who are HIV positive — males and females, adults and children.

**2** Explain to participants in the outer circle that those in the middle are people known to have or rumored to have HIV. Tell them that they have many thoughts and feelings about these HIV-positive people. Tell them that today they will try to express their secret or not-so-secret thoughts about these HIV-positive people through a role-play. Tell the people in the circle that they have permission to say out loud what they think of the HIV-positive people, how they feel about them, and what they would like or not like to do with them. They are allowed to make comments or use gestures to express their thoughts and feelings. During this time, participants in the middle should not react or speak.

Give them a few examples of what they might say and then let them express as much as possible on their own. Examples include:

- “I don’t want my child to play with her.”
- “I think that HIV-positive teacher should be sacked.”
- “She is a prostitute, that’s why she is HIV positive.”
- “I pity you.”
- “They should be isolated to special places.”

As the outer circle is making comments, write them on flip chart paper.

**3** After several minutes, quiet the group and ask the participants in the outer circle how it felt to express their thoughts and feelings about HIV-positive people. Ask the participants if there are other things that family members and communities do to stigmatize or discriminate against HIV-positive persons. Be sure to mention the following:

- They are hidden from neighbors and not allowed to go outside.
- They receive only minimal contact — no hugging or touching.

- They are forced to sleep alone or in a separate room.
- They are forced to use separate eating utensils.
- They are treated like an invisible person and are given no decision-making authority.
- They are treated as a financial burden to the family.
- They are not provided treatment, because it is considered a waste of limited resources.
- They are threatened with or experience divorce or violence.
- They are blamed and made to feel they are a disgrace to the family.
- They experience name-calling, finger-pointing, gossip, rumors, and backbiting.

Now, ask those in the middle to describe how it felt to hear all of these things said or done to them.

Read the adjacent definition of discrimination out loud.

Explain to the participants that too often people who are HIV positive are discriminated against, and many times, this discrimination is done secretly, because people are too polite to say or do bad things in public. But people living with HIV can sense what others think of them, even when it is not said out loud.

**Discrimination** = When we treat someone unjustly or negatively because of his or her race, ethnicity, sex, religion, socioeconomic status, or health status.

4 Tell the participants that you now want to focus on the people in the middle of the circle. Ask the people in the middle of the circle to tell the “community” (i.e., those in the outer circle) how they wish to be treated, including the following questions:

- What would you like people to know about you?
- How would you like people (families, friends, schoolmates, employers, church members, or neighbors) to treat you?
- What would you like people to say or do after they know you are HIV positive?
- What should people *not* say or do?
- What should people do when you become sick? How could people best support you emotionally, financially, practically, or spiritually?
- Express all of your wishes!

During this time, the participants in the outer circle should not react or speak. As the people in the middle are stating their wishes, write them on flip chart paper.

After those in the middle have finished speaking, ask if anyone in the community (outer circle) wants to react to the wishes of the HIV-positive people. Ask if anyone wants to speak on behalf of the community or move into the middle to express their own personal wish for the HIV-positive people. Allow and encourage actions, interactions, and discussions.

Now, ask the participants to cease their roles as community members and HIV-positive people. Ask all of the participants what they can do to reach out to those in their communities who are HIV positive. Write responses on flip chart paper.

**5** End the activity by sharing with the participants that family, friends, and communities can help HIV-positive people live lives full of hope, purpose, and promise. One way to care for, support, and have compassion for HIV-positive people is to become involved in providing home-based care to HIV-positive people. Ask the participants if they have ever heard of home-based care and to share what they know about it. Be sure to share with the participants the following definition:

**Home-based care** = When people with AIDS are cared for in their own homes. Home care lets local people look after the sick in their community. The HIV/AIDS epidemic has overburdened the formal health systems in many countries, and home care helps ease this burden. In rural areas especially, home-based care is often the only option when families cannot afford transportation to hospitals or the cost of medical bills.

There are many benefits of home-based care. These include the following:

- It allows people to care for a person living with HIV/AIDS in their communities and homes.
- It empowers family members with skills.
- People who are sick with AIDS and related illnesses benefit from personalized attention that they receive in the home.
- It allows sick people to make decisions about their households and their care.
- It can help sick people and their families prepare for death.
- It can help reduce stress or depression for persons living with HIV/AIDS if they are surrounded by their families and friends.
- It increases the family support network.
- It provides opportunities for HIV/AIDS awareness and prevention education within the community.
- It contributes to reducing stigma and discrimination.
- Sick people often prefer to die at home while surrounded by loved ones.



### **Step 11. Take-Home Messages (5 minutes)**

- 1** Close the session by stressing the following:
  - Having any kind of unprotected sex (vaginal, oral, or anal) can put young people at risk for an STI.
  - STIs often have no symptoms or take a long time to develop.
  - If you have symptoms of an STI, you should go to a health center, hospital, or clinic for treatment and care.
  - STIs are infectious diseases passed from one person to another through sexual contacts. HIV/AIDS is the most serious STI.

- In this time of HIV/AIDS, it is important to remember that we must protect ourselves from HIV and care for and accept those who have been infected with the virus.
- HIV is the virus; AIDS comes as a result of becoming infected with HIV. AIDS is a collection of diseases that results from a weakened immune system. A person can have HIV for a long time before he or she develops AIDS.
- HIV lives in four types of body fluids: blood, semen, vaginal fluids, and breastmilk.
- HIV is passed to another person through unprotected sexual intercourse, blood-to-blood contact, and mother-to-child transmission.
- People can protect themselves from HIV infection by: 1) abstaining from sexual intercourse; 2) being faithful to a partner who is also free of HIV infection; 3) using a condom during sexual intercourse; and 4) refusing to use intravenous drugs.
- It is important to know your HIV status. When a person knows his or her status, he or she can plan for the future, make informed choices, and take the necessary steps to live a longer, healthier life.
- There is no cure for AIDS, but ARVs can prolong and improve the quality of life for those infected with HIV.
- Love, support, and compassion from family, friends, and communities can help HIV-positive people live lives full of hope, purpose, and promise.
- Home-based care is an important option for caring of people living with HIV/AIDS.

2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

### **Step 12. Closing (5 minutes)**

- 1) Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2) Remember to invite the participants to the next session and give the place and time.
- 3) End the session with a short song or reflection.





# Session 11. Defending Myself from



4 hours  
45 mins.

## Danger

### Purpose of the Session

The purpose of this session is to teach the participants how to protect themselves from the dangers of substance abuse and sexual violence and abuse.

### Objectives

By the end of the session, participants will be able to:

- Identify four kinds of alcohol and drugs used in their communities
- List three places in their communities where alcohol and drugs are a problem
- Explain the relationship between alcohol and drug use and risky behavior
- List four ways to say no to alcohol and drugs
- Identify four reasons why people abuse alcohol and drugs
- Explain four ways to help a friend who has a substance abuse problem
- Name three places where a young person can get help and support if they have an alcohol or drug problem
- List three forms of sexual violence and abuse
- Explain the difference between a good touch and a bad touch
- List ways to say no to someone who sexually violates a young person
- List five ways to avoid sexual violence or abuse
- List three dangerous spots in their communities that could be sites for sexual violence or abuse
- Name two places where a young person can get help and support if they have experienced sexual violence or abuse

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Three pieces of fabric for blindfolds
- Prepared flip chart for Step 6 (page 128)
- Index cards (or small pieces of paper) with “Yes” on the front and “No” on the back
- Prepared flip chart for Step 9 (page 130)
- Bible (for reference)

## Before You Begin

- Carefully read all content for the session.
- Read each step of the session. Think about how you will present each step and what materials you will need.
- Identify which steps will need to be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Check local resources for materials related to this session that could be distributed to youth — be proactive!

## Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and thank them for coming. Let them know that you are so happy they have come to the session.

2 Ask if there are any new people joining for the first time. If so, ask them to introduce themselves and give them a special welcome. Tell them you are glad they have joined the group.

**Note:** Check your attendance record from the previous session to determine whether there are new participants. If so, ask the new participants for their names and be sure to write them in the record.



3 Tell the participants that you will begin with a passage from the Bible:

*Don't you know that you yourselves are God's temple and that God's Spirit lives in you? If anyone destroys God's temple, God will destroy him; for God's temple is sacred, and you are that temple.* 1 Corinthians 3:16–17

4 Ask the participants what this passage is about and what it intends to teach them. After hearing a few responses, explain that the passage tells them how important their bodies are and how critical it is to take good care of their bodies by avoiding dangerous things. This will be the focus of Session 11.

5 Open the session with a short song or reflection.

## Step 2. Jumbling the Senses (10 minutes)

1 Ask for three volunteers. Blindfold the three volunteers one at a time and assign each one a task. Examples are: pick-up a set of keys from a table, draw a picture on the flip chart, or hop across the room on one leg. Before the volunteers start their tasks, turn them around several times in a circle. Then, tell them to do their tasks. If they have trouble, give them simple directions for completing their tasks.

Be careful about safety. Turning participants in circles will make them dizzy and unsteady.

The purpose of the activity is to show the participants that the way the three volunteers act is similar to how a person would act while under the influence of alcohol or drugs. When people use alcohol or drugs, they do not have the ability to perform simple tasks or follow instructions.

### Step 3. Alcohol and Drugs (20 minutes)

1 Ask the entire group if they know the kinds of alcohol and drugs that are commonly used in their community. Ask them if they know the effects of using alcohol or drugs. Encourage the participants to speak freely. Write the responses on flip chart paper and be sure to cover the following information:

#### Tobacco and Nicotine

- Found in cigarettes and leaves that can be chewed
- Can become addictive even if one smokes only one cigarette a day
- Affects the development and growth of adolescents
- With long-term use, can lead to cancers of the lung, throat, and stomach
- Can lead to poor circulation, high blood pressure, heart attacks, and stroke
- Can sometimes lead to taking other drugs

#### Alcohol

- Is the most commonly used drug in the world
- Is a depressant
- May cause drowsiness, sleep disturbances, vomiting, blackouts, and damage to the stomach, liver, and kidneys
- Can be physically and psychologically addictive
- Can make you lose control over your body functions
- Gives a false sense of confidence and impairs decision-making ability

#### Cannabis/Marijuana

- Also known as dagga, ganja, or weed
- Can slow brain functions, which makes people feel sedate, calm, and mellow
- Causes memory loss, paranoia, anxiety, panic, thirst, and hunger
- Increases heart rate, lowers blood pressure, limits control of movement
- Can cause asthma, bronchitis, and damage to the respiratory system



### Stimulants

- Examples include cocaine, methamphetamine, and heroin
- Can be inhaled, injected, or taken as a pill; when using needles, use can be especially risky
- Increases blood pressure and can give a temporary rush of energy and artificial good feelings; after use, can cause depression and sadness
- Can lead to high blood pressure, heart attacks, stroke, seizures, and brain damage
- Can cause hallucinations, nightmares, and mental illness

### Solvents/Inhalants

- Examples include glue, gas, lighter fluid, petrol, and paint thinner
- Death can occur after the first attempt to sniff or inhale

## Step 4. Community Mapping (60 minutes)

1 Explain to the participants that the next activity will help them to visualize their community. Divide the participants into small groups and distribute flip chart paper and markers to each group. If possible, put those who live in the same neighborhood together. Give the following instructions:

- Draw your community, including all relevant characteristics of the different places that are most important to you.
- Use key symbols to identify common sites (e.g., streets, market places, pharmacies, clinics, schools, bars, parks, playgrounds, local government offices, nongovernmental organization offices, youth and sports clubs, or churches).
- Identify on the map where the main economic activities take place (e.g., factories, farms, fisheries, manufacturing plants, or shops).
- Show where boys and girls meet (e.g., streets, home, school, bars, or clubs), what they do when they meet, and the times they meet.
- Identify places where people may face potential or real risk to their health (e.g., bars, alcohol stores, getting water, or walking in certain areas alone).
- Identify places where reproductive or other health services are provided.
- Show where young people can go for advice, support, treatment, or help if they have a reproductive health problem, such as an STI, HIV, or unplanned pregnancy.

2 After 30 minutes, ask each group to display their map on the wall and present their information.

Focus on those sites and structures where alcohol and drugs are sold, such as bars, alcohol stores, or schools.

3 After all of the groups have presented, discuss the following questions:

- In your communities, do you see people drinking alcohol or using drugs? How do you feel about it?

- What types of alcohol and drugs have you seen in your community?
- Have you ever been offered alcohol or drugs? What happened?
- Whom do you see at places where alcohol is available — children your age, women, or men?
- What behaviors and languages do you see or hear at these places?
- Are there ways for you to stay away from these places and avoid drinking alcohol or using drugs?

**Note:** Be sure to keep the community maps posted, as they will be used for upcoming activities in this session.

## Step 5. The Lesson of Lot’s Daughters (40 minutes)



1 Begin this activity by reading aloud the following story from the Bible:

*Lot and his two daughters left Zoar and settled in the mountains, for he was afraid to stay in Zoar. He and his two daughters lived in a cave. One day the older daughter said to the younger, “Our father is old, and there is no man around here to lie with us, as is the custom all over the earth. Let’s get our father to drink wine and then lie with him and preserve our family line through our father.” That night they got their father to drink wine, and the older daughter went in and lay with him. He was not aware of it when she lay down or when she got up. The next day the older daughter said to the younger, “Last night I lay with my father. Let’s get him to drink wine again tonight, and you go in and lie with him so we can preserve our family line through our father.” So they got their father to drink wine that night also, and the younger daughter went and lay with him. Again he was not aware of it when she lay down or when she got up. So both of Lot’s daughters became pregnant by their father. Genesis 19:30–36*

2 After reading the story, ask the participants the following questions:

- How did they feel when they heard the story?
- Did the daughters do something wrong?
- Did the older sister put pressure on the younger sister?
- Why was Lot not aware of what they did?
- Would he have been able to stop them if he was not drunk?
- What lessons can be learned from this story?

3 Read the following scripture and explain that God states that a person who abuses alcohol is not wise:



*Wine is a mocker and beer a brawler; whoever is led astray by them is not wise. Proverbs 20:1*

Point out that alcohol and drugs can make people do things they do not really mean to do. When people are drunk, they are not able to reason properly, control their movements, recall memories, or make effective decisions. Discuss with the participants how using alcohol and drugs can affect a person’s ability to say no to sex or make good choices.

Explain that using alcohol or drugs can impair a person's ability to think clearly, which can lead to high-risk behavior and increased risk of unplanned pregnancy, STIs, and HIV.

## Step 6. What Would You Say? (20 minutes)

1 Explain to the participants that often young people experience a lot of pressure to drink alcohol or use drugs. Discuss with them some of the ways that they can say no to alcohol and drugs. Write their responses on flip chart paper.

- "Everybody drinks."
- "It will make you feel good."
- "Just have one."
- "No one will know."
- "It will be fun."

2 Tell the participants that they will now have an opportunity to practice saying no to alcohol and drugs. Divide the participants into pairs and ask them to practice saying no to someone who pressures them to drink or use drugs using the adjacent phrases, written on flip chart paper.

3 After 15 minutes, bring the participants together and ask for volunteers to share their responses to these pressure phrases.

## Step 7. Why People Abuse Alcohol and Drugs (30 minutes)

1 Ask the participants why people use alcohol and drugs and what factors contribute to substance abuse. Ask them if they know how substance abuse can be treated. Write their responses on flip chart paper and be sure to cover the following points:

- Availability
- Experimentation and curiosity
- Ignorance
- Isolation and a need to belong
- Peer pressure
- Looking for excitement
- Boredom
- Rebellion and defiance
- Poor self-esteem
- Mass media advertisements
- Poor adult and family role models
- Relief of pain and anxiety
- Commonly accepted behavior in my community
- Cultural and moral issues

2 Ask the participants what they would do if they had a friend who used alcohol or drugs. Write their responses on flip chart paper and be sure to cover the following points:

- Stick by them. Do not turn your back on them.
- Listen to them and how they say they feel.
- Do not criticize them to their face or to other people.
- Suggest what they might do, but do not keep talking about it — they will have to make their own decisions.
- Offer to investigate or go with them to a treatment facility.
- Encourage them to be positive about themselves.

3 Explain to the participants that there are trusted adults with whom they can speak to get help and support if they have an alcohol or drug problem. Below are some examples:

- Doctor, nurse, or counselor
- Pastor or other church leader
- Local youth leader
- Teacher or school nurse or counselor
- Parent, aunt, uncle, or grandparent

## Step 8. Defining Sexual Violence and Abuse (15 minutes)

1 Explain to the participants that people often share feelings by touching. But sometimes, touching makes people feel bad or upset — this kind of touching is called sexual violence or abuse. Ask the participants what they know about sexual violence and abuse.

**Note:** Remember that these discussions may be sensitive for some of the participants, especially those who have been abused. Help the participants understand that they are in a safe environment and that they will not be judged or criticized. Be sure to tell the participants that sexual violence and abuse is *never* the victim's fault, and that there are places that can help them if they ever experience this problem.

Explain that sexual violence or abuse usually involves private parts of the body, such as breasts, genitals (penis and vagina), and the anus. Emphasize that there is nothing wrong with one's private parts, but no one has the right to touch or look at them without one's permission.

Anyone can be a victim of sexual violence and abuse. But, young people are especially vulnerable because they do not have a lot of power in society, and adults are stronger than they are. Briefly explain that sexual violence and abuse can take many forms, such as the following:

- Rape, including date rape
- Child abuse
- Sexual harassment
- Child prostitution
- Incest
- Sugar daddies and mommies

## Step 9. Good Touch, Bad Touch (45 minutes)

1 Give each participant an index card with the word Yes written on the front, and the word No written on the back. Tell them that you will be asking a series of yes or no questions. Ask the participants to answer each question by showing the side of the card that best represents their response. Use the questions below or adapt them to fit the local setting:

- Does a good touch make you feel scared?
- Is a hug from your mom a safe touch?
- If an older person asks to see your private parts, should you let him or her?
- Does a safe touch make you feel happy and good inside?
- Is a handshake a safe touch?
- Is it okay for a teacher to pat you on the back for doing a good job?
- Does a bad touch make you feel confused?
- Does a bad touch make you feel sad?
- If your neighbor gives you a ride to school and tries to touch you, should you let him or her?
- If your uncle wants to be alone with you in his house, should you stay with him?
- Is a hug from your grandmother a safe touch?

2 After answering the questions, discuss the following information with the participants:

- Touching is important. It can make you feel happy, warm, loved, and comfortable.
- There are different kinds of touches: good touches, bad touches, and confusing touches. You can tell what kind of touch it is by the way it makes you feel.
- It is okay to say no if someone wants to touch you in a way that makes you feel bad or confused. Your body belongs to you, so you get to decide who touches you and when.
- We all have parts of our bodies that are private. Our swimming suits cover the private parts that are not okay for just anybody to look at or touch.
- Adults should always know better than to touch young people in a way that is not okay.
- If anyone touches you or makes you touch them in a way you do not like, you should tell another, trusted, adult. If the person you tell cannot help you, tell someone else.
- It is always okay to ask questions if you are confused about a touch.

3 Explain to the participants that people who sexually abuse often tell the young person they must keep it a secret. They

### Steps against Sexual Abuse

1. Say no to the abuser.
2. Get away from the abuser, or yell, scream, or make a fuss.
3. Go to a trusted adult (such as a parent, grandparent, teacher, pastor, police officer, or school nurse).
4. Try to describe what happened.
5. If the first adult does not listen, tell someone else, and keep telling trusted adults until someone listens and helps.

might also threaten to hurt the young person if they tell anyone. Emphasize to the participants that if someone touches them in an inappropriate or bad way, they should follow the steps against sexual abuse, written on flip chart paper.

## **Step 10. Protecting Myself from Sexual Violence and Abuse** (30 minutes)

**1** Ask the participants to list ways to protect themselves against sexual violence and abuse. Write their responses on flip chart paper and be sure to include the following ideas:

- Get away from a situation that does not feel safe, even if it is with someone you know.
- Always have a safe way to get home.
- Do not walk alone in dark places.
- Stay with a group.
- Use common sense.
- Trust your instincts.
- Dress sensibly.
- Avoid taking rides from strangers.
- Avoid being alone with an older man or men in isolated places.
- Do not drink alcohol or take drugs.
- Do not feel pressured to say yes, even to a small request.
- Always have enough money to go home.
- Do not let people know you are home alone.
- If you think you are being followed, go to the nearest public facility, such as a petrol station, police station, restaurant, or shop.
- Always be aware of your surroundings.

**2** Bring to the participants' attention the community maps that they drew for the earlier exercise (have them posted on the wall, if they have been taken down). Ask each group to describe their map again, focusing on the following:

- Places where sexual violence or abuse could take place
- Areas to avoid walking alone
- Places where someone could get help if they experience sexual violence or abuse

**3** Explain to the participants that there are trusted adults from whom they can get help and support if they have experienced sexual violence or abuse. Below are some examples:

- Doctor, nurse, or counselor
- Pastor or other church leader
- Local youth leader
- Teacher or school nurse or counselor
- Police officer
- Parent, aunt, uncle, or grandparent



## Step 11. Take-Home Messages (5 minutes)

- 1 Close the session by stressing the following:
  - The Bible tells us how important our bodies are and how critical it is to take good care of our bodies by avoiding dangerous things.
  - Drinking alcohol or using drugs can impair a person's ability to think clearly, which can lead to high-risk behavior and increased risk of unplanned pregnancy, STIs, and HIV. Thus, it is important to avoid alcohol and drugs and say no.
  - It is okay to say no if someone wants to touch you in a way that makes you feel bad or confused. Your body belongs to you, so you get to decide who touches you and when.
  - If anyone touches you or makes you touch them in a way you do not like, you should tell a trusted adult. If the person you tell cannot help you, tell someone else. Sexual violence and abuse is against the law.
  - When you know the difference between a good touch and a bad touch, you are better able to identify risks and protect yourself.
  - There are many places in the community where you can go for help if you have problems with alcohol or drugs or experience sexual violence or abuse.
- 2 Before ending, ask if the participants have any questions about what was discussed. Clarify and answer any questions or concerns that may arise.

## Step 12. Closing (5 minutes)

- 1 Share with the participants how excited you are about the CFLE-Y program, and thank them for coming. Tell them you hope they are looking forward to the next session! Ask the participants to share with others what they have learned today.
- 2 Remember to invite the participants to the next session and give the place and time.
- 3 End the session with a short song or reflection.



## Session 12. Bringing It All Together



3 hours  
10 mins.

### Purpose of the Session

The purpose of this session is to review Bible passages and take-home messages from CFLE-Y Sessions 2 through 11 and celebrate what the participants have learned with people from the community (family, friends, and church members) through a farewell party.

**Note:** This session will require 3 hours and 10 minutes plus time for the farewell party.

### Objectives

By the end of the session, participants will be able to:

- Recall the main ideas and skills obtained from the CFLE-Y sessions
- Celebrate the successes of the CFLE-Y program

### Materials

- Flip chart stand and paper
- Markers
- Tape
- Supplies for the party (snacks, drinks, plates, cups, etc.)

### Before You Begin

- Carefully review all of the main ideas from each of the previous 10 sessions (Sessions 2 through 11).
- Determine which activities you will do as a review for each session and what materials you will need.
- Identify which review steps should be prepared in advance and complete the necessary tasks.
- Review any additional information that will help you to better prepare for the session.
- Make plans for the farewell party.
- If desired, invite special guests to open or close the session.

### Step 1. Welcome and Reflection (5 minutes)

1 Welcome the participants and community members and thank them for coming. Let them know that you are so happy they have come to the last and final session of the CFLE-Y program.



2 Tell the participants and community members that you will begin with a passage from the Bible:

*Then you will know the truth, and the truth will set you free. John 8:32*

3 Ask the participants what this passage is about and what it intends to teach us. After hearing a few responses, explain that the passage tells us that God wants us to know the truth and be equipped with correct and accurate information. Knowledge is power, and it will set us free. The CFLE-Y program has been an opportunity to learn a lot of new information and to build skills that will help the participants become responsible healthy adults.

4 Open the session with a short song or reflection.

## Step 2. CFLE-Y Review (180 minutes)

1 Explain to the participants and the community members that for the next three hours, they will be reviewing what the young people learned during the CFLE-Y program. Go through Sessions 2 through 11, reviewing their accompanying Bible passages and take-home messages. Session 1 will not be covered, because it is an introductory session.

2 Provide an overview, conduct an exercise, play a game, or ask a participant to give a testimony for each of the following sessions. **Choose only one activity per session.**

- Session 2. Who Am I?*
- Session 3. What Are My Values?*
- Session 4. Building Healthy Relationships*
- Session 5. My Changing Body*
- Session 6. Sex and Sexuality*
- Session 7. Communicating and Making Decisions*
- Session 8. Saying No to Sex*
- Session 9. Pregnancy Prevention*
- Session 10. Sexually Transmitted Infections and HIV/AIDS*
- Session 11. Defending Myself from Danger*

Each activity should last 15 to 20 minutes. Decide how to review each session with the participants and share information with the community members.

Following is an outline of the Bible passages and take-home messages for each session.

## Session 2. Who Am I?

### Bible Passage

*Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us. If a man's gift is prophesying, let him use it in proportion to his faith. If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully. Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honor one another above yourselves.* Romans 12:4–10

### Take-Home Messages

- Different people feel differently about themselves. How young people feel about their bodies, minds, and spirits has a dramatic impact on their self-esteem. Understanding self-esteem is vital to forming healthy relationships with friends and family, and it is critical for making good decisions.
- Good self-esteem means you have a positive opinion of your own character and abilities. If you have good self-esteem, you feel good about yourself, and you love and respect yourself. You believe that you are a worthwhile person and that you deserve to be loved and respected by others.
- How you see yourself can determine how you will behave. A person with good self-esteem who values himself or herself will not be easily influenced to engage in risky behaviors, such as smoking, drinking alcohol, using drugs, or having sex before marriage. Good self-esteem helps young people to make the right choices and to say “no” to peer pressure.
- Everyone likes and dislikes things about themselves. It is normal to feel this way. However, it is important to remember that we are all uniquely created in God's image. We are all special and worthy of God's great love.
- Everyone has problems in their lives that may affect their self-esteem. Sometimes, the best way to address these issues is to talk to a friend or a trusted adult and problem-solve together.

## Session 3. What Are My Values?

### Bible Passages

*But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.* Galatians 5:22–23

*He answered: "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind," and "Love your neighbor as yourself."* Luke 10:27

### Take-Home Messages

- Values are principles that guide your decisions and behaviors. Your values are what you think is right or wrong.
- You should strive to behave according to your values at all times.
- Values define who you are and determine your behavior.
- No one forces you to choose your values, but family, friends, teachers, religion, and culture can influence the values you choose.
- A person's values are important and meaningful, so they should be respected. Remember, different people have different values.
- People who make decisions based on what they value feel good about their decisions. People who make decisions that are in conflict with their values are often unhappy and may regret it. It is important to live life according to your personal values.
- Being able to take a stand in front of others shows that an individual is clear about his or her values.
- Without values, you are vulnerable to making mistakes and poor decisions.

### Session 4. Building Healthy Relationships

#### Bible Passages

*A friend loves at all times, and a brother is born for adversity.* Proverbs 17:17

*Dear children, let us not love with words or tongue but with actions and in truth.* 1 John 3:18

*Do not be misled: "Bad company corrupts good character."* 1 Corinthians 15:33

#### Take-Home Messages

- Families and friends are important to all people. Friends, especially, take on greater importance during the teenage years, and they may have a big influence on our values, decisions, and behaviors.
- It is important that you try to build healthy relationships with everyone during this time in your life.
- Certain things are needed to keep a relationship healthy, such as love and trust, and certain things can harm a relationship, such as dishonesty and lack of support.
- The five qualities that keep a relationship healthy are: respect, responsibility, understanding, hard work, and caring.

## Session 5. My Changing Body

### Bible Passages

*Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your body.* 1 Corinthians 6:19–20

*For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.* Psalm 139:13–14

### Take-Home Messages

- Puberty is a time when boys and girls change physically, emotionally, and socially, because new chemicals — called hormones — are developing in the body, turning young people into adults.
- Puberty usually starts between ages eight and 13 in girls, and ages 10 and 15 in boys, although some young people start puberty earlier or later.
- Everyone is different, so each person starts and goes through puberty at their own pace. It is important not to tease or make fun of others who may develop earlier or later.
- Typically, but not always, girls begin puberty about two years before boys. Puberty lasts about two to five years.
- When puberty begins, a girl becomes physically able to become pregnant, and a boy becomes physically able to father a child.
- During puberty the following parts of the body change: skin, hair, breasts, body size, voice, and sexual organs. Girls begin to menstruate, and boys begin to have wet dreams. Both are natural and normal.
- During puberty, young people experience changes in how they feel about themselves, their families, and their friends. They may begin to experience feelings of love.
- Young people often feel uncomfortable, clumsy, or self-conscious because of the rapid changes in their bodies. All of the physical, emotional, and social changes that occur during puberty are normal.
- If you are concerned about your developing body, ask to speak with a trusted adult or health care provider.

## Session 6. Sex and Sexuality

### Bible Passage

*But at the beginning of creation God “made them male and female.” For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh. So they are no longer two, but one. Therefore, what God has joined together, let man not separate.* Mark 10:6–9

## Take-Home Messages

- Sex is what makes each of us male or female. Sex is determined when a man's sperm fertilizes a woman's egg. Sex can also refer to sexual activity, such as sexual intercourse.
- Sexuality includes a person's values, attitudes, beliefs, behaviors, physical appearance, emotions, and likes and dislikes. It involves sexual expression and relationships and encompasses your physical, emotional, and spiritual parts. Sexuality is a gift from God and is a natural and positive part of our lives.
- Reproductive health is physical, emotional, social, and spiritual well-being in all matters relating to the reproductive system.
- Sex and sexuality are beautiful gifts from God. They are meant to be used properly and responsibly within marriage.
- It is possible for you to make a commitment to God, yourself, your family, and your friends to save sex for marriage. Everyone has a right to make this decision. Even if you have already started to have sex, you can decide to stop and wait until marriage.

## Session 7. Communicating and Making Decisions

### Bible Passages

*Whoever of you loves life and desires to see many good days, keep your tongue from evil and your lips from speaking lies. Turn from evil and do good; seek peace and pursue it. Psalm 34:12–14*

*My son, preserve sound judgment and discernment, do not let them out of your sight; they will be life for you, an ornament to grace your neck. Then you will go on your way in safety, and your foot will not stumble; when you lie down, you will not be afraid; when you lie down, your sleep will be sweet. Proverbs 3:21–24*

## Take-Home Messages

- It is important to always try to explain things clearly and listen carefully, because it will then be easier to understand others and make wise decisions for ourselves.
- Verbal communication is done with our mouths and tongues. When someone verbally communicates, they give information, ask a question, negotiate, make a statement, or give instructions.
- Nonverbal communication is done with the rest of our bodies. It gives meaning to what is said and heard or understood. Nonverbal communication is also called body language.
- You should always try to communicate in an assertive way. Stand up for your opinion without endangering the rights of the other person — do not be rude or threatening. Being assertive means your approach is direct and clear.
- Sometimes it is necessary to say no, even to someone you care about. For example, you may have to say no if you are being put in danger, if you are

being asked to do something you know is wrong, or if you feel your values are not being respected.

- An effective refusal involves saying the word no in a tone of voice and with body language that shows you mean it, repeating the refusal if necessary, suggesting an alternative, and building the relationship, if appropriate.
- Delay tactics give people time to think about what they want and to make a responsible and healthy decision.
- When a person knows how to make good decisions, she or he is better able to communicate, be assertive, handle difficult situations, and live a healthy, responsible life.

## Session 8. Saying No to Sex

### Bible Passages

*For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, brotherly kindness; and to brotherly kindness, love. 2 Peter 1:5–7*

*It is God's will that you should be sanctified: that you should avoid sexual immorality.*

1 Thessalonians 4:3

### Take-Home Messages

- The Bible teaches us that God wants us to abstain from sex until marriage.
- When young people make important decisions about sex, they need love and support from their family, friends, teachers, pastors, and communities.
- Abstinence means staying away from unhealthy and risky behaviors, such as smoking, drinking alcohol, using drugs, and having sex before marriage.
- There are many physical, emotional, and spiritual benefits to abstaining from sex.
- Young people should always try to make responsible and healthy decisions when it comes to sex, and they should listen to people they trust, such as their parents or pastor.
- When saying no to sex, you must be firm, decisive, and clear.
- Having an abstinence strategy can help you to avoid having sex.

## Session 9. Pregnancy Prevention

### Bible Passage

*So God created man in his own image, in the image of God he created him; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground." Genesis 1: 27–28*

### Take-Home Messages

- There are three things that must happen for a pregnancy to occur: 1) an egg must be present in one of the woman's fallopian tubes; 2) sperm from the male must join the egg to fertilize it; and 3) the fertilized egg must attach itself to the lining of the woman's uterus.
- A young girl can become pregnant if she has intercourse around the time of her first ovulation, before she has her first menstrual period. After that, she is able to become pregnant for a few days each month until menopause.
- After puberty, a man is fertile every day and has the ability to father a child for the rest of his life.
- When a man and woman want to have sexual intercourse without having a child, they can use a family planning method to prevent pregnancy. There are many types of family planning methods. These include: abstinence, male condoms, female condoms, diaphragms, spermicides, oral contraceptives, injectables, implants, IUDs, natural family planning and fertility awareness methods, male sterilization, female sterilization, and ECPs.
- All family planning methods are safe for youth, but some are more appropriate than others for young people. Appropriate contraceptive methods for youth are ones that are easy to use, effective, and not permanent.

## Session 10. Sexually Transmitted Infections and HIV/AIDS

### Bible Passage

*My commandment is this: love one another, just as I love you. The greatest love a person can have for his friends is to give his life for them. John 15:12–13*

### Take-Home Messages

- Having any kind of unprotected sex (vaginal, oral, or anal) can put young people at risk for an STI.
- STIs often have no symptoms, or take a long time to develop.
- If you have symptoms of an STI, you should go to a health center, hospital, or clinic for treatment and care.
- STIs are infectious diseases passed from one person to another through sexual contacts. HIV/AIDS is the most serious STI.
- In this time of HIV/AIDS, it is important to remember that we must protect ourselves from HIV and care for and accept those who have been infected with the virus.
- HIV is the virus; AIDS comes as a result of becoming infected with HIV. AIDS is a collection of diseases that results from a weakened immune system. A person can have HIV for a long time before he or she develops AIDS.
- HIV lives in four types of body fluids: blood, semen, vaginal fluids, and breastmilk.

- HIV is passed to another person through unprotected sexual intercourse, blood-to-blood contact, and mother-to-child transmission.
- People can protect themselves from HIV infection by: 1) abstaining from sexual intercourse; 2) being faithful to a partner who is also free of HIV infection; 3) using a condom during sexual intercourse; and 4) refusing to use intravenous drugs.
- It is important to know your HIV status, to help in planning your future, making informed choices, and taking the necessary steps to live a longer, healthier life.
- There is no cure for AIDS, but ARVs can prolong and improve the quality of life for those infected with HIV.
- Love, support, and compassion from family, friends, and communities can help HIV-positive people live lives full of hope, purpose, and promise.
- Home-based care is an important option for caring for people living with HIV/AIDS.

## Session 11. Defending Myself from Danger

### Bible Passage

*Don't you know that you yourselves are God's temple and that God's Spirit lives in you? If anyone destroys God's temple, God will destroy him; for God's temple is sacred, and you are that temple.*  
1 Corinthians 3:16–17

### Take-Home Messages

- The Bible tells us how important our bodies are and how critical it is to take good care of our bodies by avoiding dangerous things.
- Drinking alcohol or using drugs can impair a person's ability to think clearly, which can lead to high-risk behavior and increased risk of unplanned pregnancy, STIs, and HIV. Thus, it is important to say no to alcohol and drugs.
- It is okay to say no if someone wants to touch you in a way that makes you feel bad or confused. Your body belongs to you, so you get to decide who touches you and when.
- If anyone touches you or makes you touch them in a way you do not like, you should tell a trusted adult. If the person you tell cannot help you, tell someone else. Sexual violence and abuse is against the law.
- When you know the difference between a good touch and a bad touch, you are better able to identify risks and protect yourself.
- There are many places in the community where you can go for help if you have problems with alcohol or drugs or experience sexual violence or abuse.

### Step 3. Closing (5 minutes)

- 1 Thank the participants for being a part of the CFLE-Y program and thank the community members for supporting their youth on this important journey.
- 2 End the session with a short song or reflection.

### Step 4. Farewell Party



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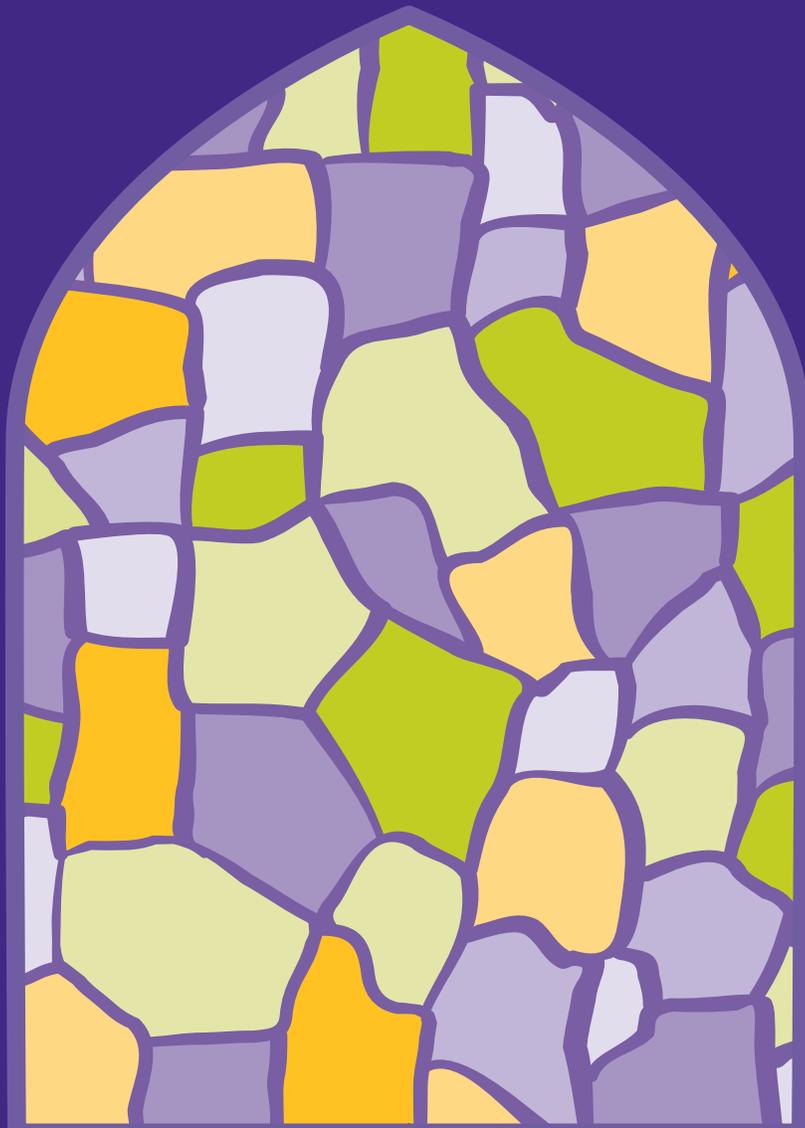
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